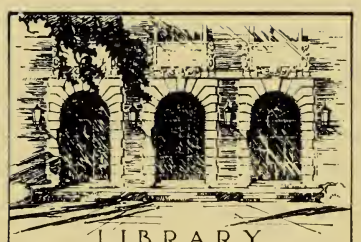

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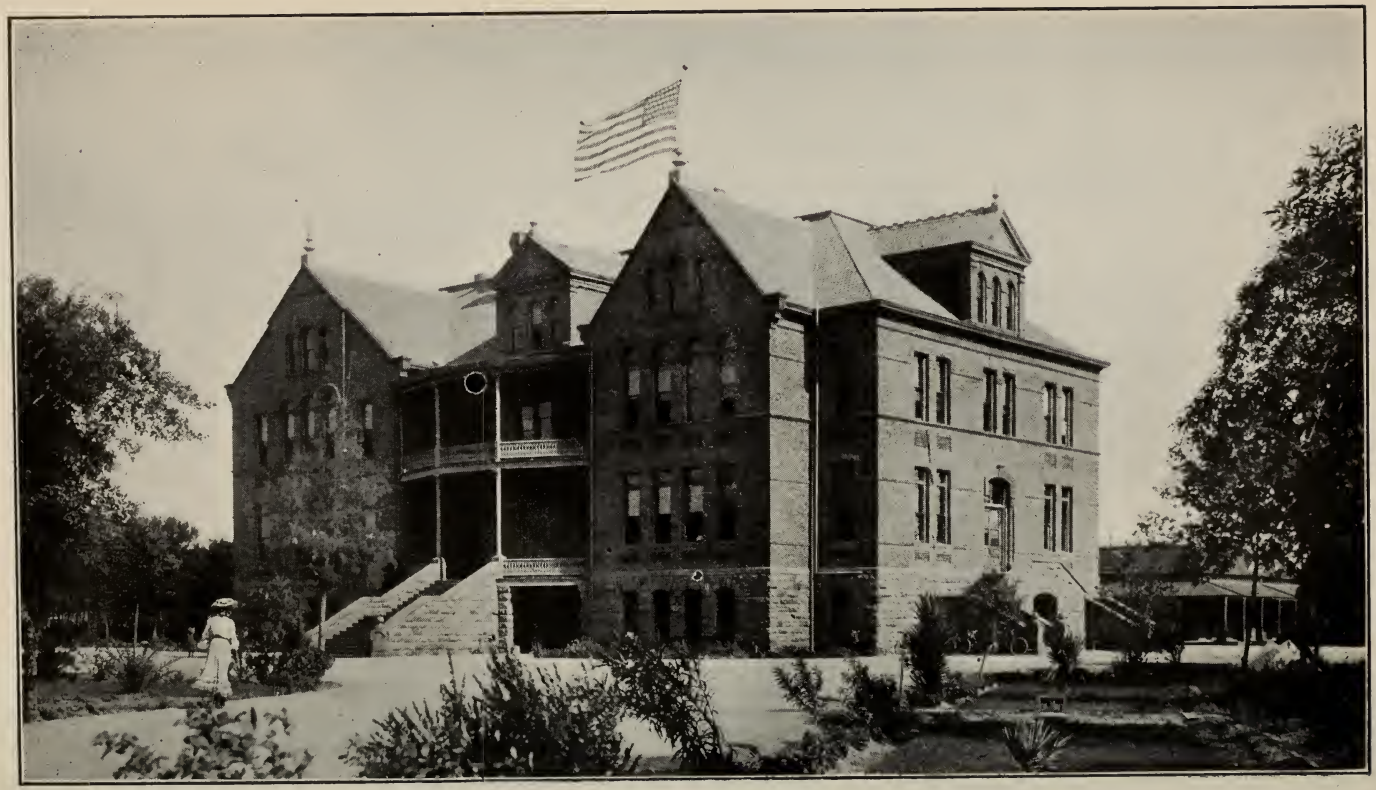
UNIVERSITY OF ILLINOIS

The Tempe Normal School of Arizona

AT TEMPE

ANNUAL CATALOGUE

1905 :: 1906



TEMPE NORMAL SCHOOL OF ARIZONA

TWENTIETH

ANNUAL CATALOGUE

OF

The Tempe Normal School of Arizona

AT TEMPE, ARIZONA

For the School Year 1904-1905

with

Announcements for 1905-6

1905
Press of the H. H. McNeil Co.
Phoenix, Arizona

CALENDAR FOR 1905-6.

1905

First Semester begins - - - - - - - - - September 4
Entrance Examinations and Classification - - - September 4-5-6
First Quarter ends - - - - - - - - - - November 10
Second Quarter begins - - - - - - - - - November 13
Thanksgiving Vacation - - - - - November 30, December 1
Holiday Vacation begins - - - - - - - - December 22

1906

Holiday Vacation ends - - - - - - - - - January 1
First Semester ends - - - - - - - - - - January 26
Second Semester begins - - - - - - - - - January 29
Entrance Examinations and Classification - - January 29, 30
Washington's Birthday - - - - - - - - February 22
Third Quarter ends - - - - - - - - - - April 6
Fourth Quarter begins - - - - - - - - - - April 9
Memorial Day - - - - - - - - - - - May 30
Examinations and Commencement Exercises - - - June 10-14

TRAINING SCHOOL

School Year begins - - - - - - - - September 18, 1905
School Year ends - - - - - - - - - May 25, 1906
Recesses the same as Normal School.

C
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1905/06-1910/15

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FACULTY 1905-6.

A. J. MATTHEWS, Principal,
Mathematics and School Law.

F. M. IRISH,
Physical Science and Military Drill.

R. H. H. BLOME, Ph. D.,
Pedagogy, Psychology, and Director of Training School.

W. J. ANDERSON, B. S.,
Drawing and Bookkeeping.

J. L. JOHNSTON,
Vocal Music.

GEORGE M. FRIZZELL,
Mathematics.

CARA M. FINNIE, A. B.,
English.

JAMES F. HALL, A. M.,
Latin.

BESSIE B. HUTCHISON, A. B.,
Literature, Elocution, and Physical Culture.

H. JAMES ECKENRODE, Ph. D.,
History and Civics.

FRED C. AYER,
Biology and Physiology.

*.....
Principal Grammar Grades, Training School.

MARY E. McNULTY,
Principal Primary Grades, Training School.

ELLA L. HAUXHURST,
Assistant in Training School.

WINIFRED E. PETERS,
Librarian and Secretary.

Mrs. T. A. JOBS,
Matron of Girls' Dormitory.

GEO. W. WILSON,
Superintendent of Buildings.

HARRY WALKER,
Superintendent of Grounds.

*To be supplied.

The Tempe Normal School of Arizona.

GENERAL INFORMATION.

LOCATION

The Tempe Normal School of Arizona owes its existence to an Act of the Territorial Legislature, approved March 10, 1885. It is located at Tempe, a city of 1200 inhabitants, nine miles from Phoenix, the capital of the Territory. It has railroad connections with the Southern Pacific and the Santa Fe systems by the Maricopa & Phoenix and Salt River Valley R. R., and the Phoenix and Eastern.

The climate during the whole school year is delightful. The school is located in the midst of an intelligent and moral community, engaged in farming and fruit raising. The buildings are of the latest design, provided with all the modern conveniences, well adapted to school purposes and pleasantly situated. Six church societies hold services in this city.

DESIGN

The legislative enactment which established this Normal School (Chap. III, Par. 2515, Sec. 1, Code of Arizona) provides that instruction shall be given in the "art of teaching," and also "in all the various branches that pertain to a good common school education;" also, "in the fundamental laws of the United States and in what regards the rights and duties of citizens." An examination of the present course of study will show that the legislative intent has been carefully observed.

THE CAMPUS

The Normal grounds, which cover an area of twenty acres, have been beautifully laid out by an experienced landscape gardener. A fine system of gravelled drives and walks, bordered with grassy lawns and lined with shade trees, shrubbery and flowering plants, gives the grounds the appearance of a well kept park. The plants have been selected with a double purpose in view, that of beautifying the premises and at the same time furnishing illustrative material for the work in botany. Many species of palms, cypresses and other plants foreign to this region have been planted, and a tract has been reserved for the typical plants of the desert, including the cacti, of which a large number has been obtained. The campus includes a parade ground for military drill, a

basket-ball ground and tennis courts, and an athletic field including football ground and running track.

BUILDINGS.

NORMAL BUILDING.

The New Normal School building was erected in 1894. It is a commodious structure, 136 feet long, 80 feet wide, and three stories high; the lower story is of brown sandstone, the other two of red pressed brick with sandstone trimmings. This edifice is beautiful in architectural design, convenient in arrangement, and substantial in construction.

TRAINING SCHOOL

The New Training School for which provision was made by the 23rd Legislature, will be ready for occupancy at the opening of school in September. This building is located on the campus near the main building and is a thoroughly modern brick structure covering a space 130 x 136 feet. To avoid the use of stairs all the rooms are upon one floor, comprising two offices, ten class-rooms, large double assembly room, and two manual training rooms. The latest and most approved ideas of school hygiene and arrangement are incorporated in its construction, and the furniture and equipment are entirely new and thoroughly up-to-date. When completed and furnished it will have cost in the neighborhood of $24,000 and will be one of the most convenient, and best equipped school buildings in the southwest.

GYMNASIUM

The old Normal Building was erected in 1886 and for several years was the only building on the Campus. It is a one-story brick building 70 feet long and 60 feet wide. For the past five years it has been used as a training school, but as it will no longer be required for that purpose, it will be repaired and used temporarily for a gymnasium and other class rooms.

DORMITORIES

Students living at a distance from Tempe will find it greatly to their advantage to secure room and board in one of the dormitories connected with the school. There are two dormitories situated on the campus, one for young women and one for young men.

The girls' dormitory is situated near the southwest corner of the campus, facing the street on the west, and conveniently near the school buildings. It is constructed of brick, two stories in height, and furnishes rooms for 86 young ladies. Each room is intended for the accommodation of two students and is provided with two wardrobe closets, and with city hydrant water, electric light and steam heat. The furnishings of each room include carpet, study table, chairs, dresser, two single beds

with all necessary bedding, blankets and linen, so that the student is not expected to furnish anything in this line. There are ample, well lighted hallways, two large parlors and a comfortable sitting room. On both floors are located toilet rooms and baths with hot and cold water. A piano is at the disposal of the dormitory students. The dormitory is under the supervision of an experienced preceptress and is in all respects a model home. The location of the building is all that can be desired either from a sanitary or an esthetic standpoint. Facing the west, it commands an unobstructed view over green fields bordered with trees, to the Maricopa and Estrella mountains in the distance. The water supply is from the Tempe City Water Works, and is pumped from deep wells, thus being free from any possibility of contamination, and a chemical examination has shown it to be of superior quality for all purposes.

BOYS' DORMITORY

The boys' dormitory is situated on the campus east of the training school, and is a two-story brick building of pleasing design. The furnishings are similar to those of the girls' dormitory and each room is provided with hydrant water, electric light and steam heat. This dormitory is under the direct supervision of a member of the faculty, who resides in the building.

HEATING SYSTEM

At the present time a central heating plant is being installed at a cost of $15,000. This will furnish steam heat to all the buildings situated on the campus, securing proper regulation of temperature and ventilation without the annoyance and dust attendant upon the use of stoves, beside effecting a great saving in fuel.

DINING HALL

The new dining hall which has just been erected at a cost of $6500 is located midway between the dormitories and is a modern brick building 60 x 85 feet. The dining room is light and airy and of a size sufficient to accomodate 200 boarders. The table furnishings are neat and attractive, and the kitchen is as fully equipped as that of a first-class hotel and is in charge of an experienced cook. The table board is of excellent quality and well served.

EXPENSES

Board, room, light, heat, etc., can be procured in the dormitories at $15 per month. This includes all articles mentioned under the heading, "Dormitories."

Board and room can be obtained in private homes if desired.

The cost of books and stationery ranges from $10 to $15 per year. Examination paper, pens, ink and pencils are furnished to the students without expense.

TUITION AND REGISTRATION FEE

The rates of tuition are as follows:

1. Those nominated by members of the Legislature are entitled to free tuition in the Normal department, provided they pursue the regular course.

2. Pupils who have completed the work of the 6th and 7th grades in the Normal Training department will be entitled to free tuition in the eighth grade.

3. Tuition is also free to students in the Normal course who will sign a declaration of intention to teach in the public schools of Arizona after having completed the prescribed course of study in the Normal school. This obligation will be considered to have been discharged when the length of time taught after graduation shall equal the number of months spent in the Normal.

4. All students of the Normal not classified as above are charged a tuition fee of twenty dollars, payable quarterly in advance. This includes the registration fee.

5. All students of the Normal Department entitled to free tuition, as above, are charged an annual registration fee of five dollars, payable upon entrance.

APPOINTMENTS

The right to nominate a pupil biennially is secured to each member of the House and Council of the Legislative Assembly of Arizona, preference to be given for the space of sixty days next after the qualification of said member to pupils of the county from which said member is elected, after which time (no pupil accepting) he may nominate a pupil from any other county of this Territory. No tuition is charged regular students receiving the nomination, but each one pays an annual registration fee of $5.00.

It is greatly desired that the members of the Legislature, respectively, appoint students to the Normal School, as authorized by law; and the County Superintendents and all others interested in supplying the schools of this Territory with well educated and properly trained teachers should recommend to this school persons who desire to become teachers and who give promise of usefulness in that profession.

DEPARTMENTS

The school is organized in two divisions, the Normal Department and the Training School.

The Normal Department offers a five years' course, one-fourth of which is devoted to strictly professional instruction.

The Training School is an adjunct to the Normal proper, and is designed to give the members of the Senior class actual practice in teaching. The course articulates with the first year's work in the Normal.

ADMISSION

1. THE NORMAL

Candidates for admission to the Normal department will be required to pass a satisfactory examination. Certificates from an accredited school will be accepted in lieu of such parts of this examination as the faculty see fit.

2. ADVANCED STANDING

Candidates for advanced standing in the Normal department must convince the faculty that their preparation for any particular subject has been sufficiently thorough to enable them to pursue it profitably. This preparation may be shown either by an examination, by class records in the Normal, or by the certificate of accredited schools.

3. TIME OF ADMISSION

Students will find it greatly to their advantage to enter the Normal at the beginning of each semester; but they will be admitted at any time, subject to the above restriction.

GRADUATION

1. In order to receive a diploma from this institution a student must have attained the age of 18 years.

2. No student shall be admitted to senior standing who has more than 5 hours' work per week for the year, in addition to the regular senior course or its equivalent.

3. Candidates for graduation must have completed at least one full year's work in this school, and in addition to satisfactory standing in scholarship must have given satisfactory evidence of a good moral character and the executive ability necessary to the proper management of a school.

4. Students from other institutions applying for senior standing must have completed a four years' high school course and must hold a teacher's certificate. They may also be required to pursue, in this school, one or more subjects below the senior year, at the discretion of the faculty.

5. The diploma entitles the holder to teach a primary or grammar school in any county in the Territory during life.

EXAMINATIONS AND REPORTS

Students shall attend all required examinations of the year. A standing of seventy-five per cent constitutes a passing grade. This grade is based upon class standing and examinations.

On the same basis, seventy per cent constitutes a conditional grade, and the student may be required to review the subject. A grade below

seventy per cent is a failure, and the subject must be taken over again by the student.

The examinations shall be in writing, or partly written and partly oral, and shall be conducted by the instructor in charge. The examinations are held at irregular intervals, without notice to the students, and occupy only the recitation period.

Reports will be made at the end of each quarter to the parents and students, showing the standing in the subjects studied during the quarter. An average of the standing for two quarters shall constitute the standing of the semester, and becomes a part of the student's record on the books of the institution.

GOVERNMENT

The government of the school involves three elements:

1. It is wrong not to do right.
2. The culture of a high sense of personal honor.
3. The highest style of government is self-government.

Students who will not govern themselves cannot hope, as teachers, to govern others. Each pupil is put upon his honor.

The endeavor of the faculty is to enforce strict discipline in all departments of the school, the aim being to secure this by an appeal to the honor of the student; but in case of failure to secure the desired end in this way, the faculty will not hesitate to enforce prompt obedience to all rules and regulations. Those who do not conform cheerfully to all requirements will be permitted to withdraw or be dismissed from the school.

LIBRARY AND READING ROOM

The school offers to students the advantages of a conveniently arranged and well lighted library and reading room on the first floor of the main building. The shelves contain a good working selection of standards in history, science, professional and general literature, educational reports, government reports, encyclopedias and other reference works. The professional and historical departments are especially well equipped, making it possible for work in those lines to be conducted on a seminary plan. The reading-tables are supplied with the best current literature, professional, scientific and general.

The total number of volumes in the library is 4000. The library is classified according to the most approved methods of library science, and is under the direct supervision of a trained librarian whose duty it is to aid the students in their research and increase their knowledge of how to use the library. A dictionary catalog, arranged alphabetically by author, subject and title, greatly enhances the usefulness of the library. The reading room is open on all school days from 8:30 A. M. to 5:00 P. M.

LECTURES

In addition to lectures given by the faculty, a series of entertainments of high order, mostly lectures, is arranged each year. They have been a source of great profit and pleasure to the student.

Several good lectures will be provided for the ensuing year.

The frequent appearance of prominent people upon the rostrum at the opening exercises, most of whom favor the students with short, eloquent and instructive addresses, is a pleasant feature of the school.

LITERARY SOCIETIES

There are in the Normal three well organized and well conducted literary societies—the Alpha, Olympian and Philomathean. Every student of the institution is a member of one of them.

The regular meetings of the societies are held Wednesday afternoon from 3:30 to 4:30, and programs are prepared for public entertainment from time to time during the year.

The regular meetings are conducted according to parliamentary usages, and are designed to acquaint their members with the customs and practices of deliberative bodies, to give an impetus to literary investigation and to develop a talent for literary work, public speaking, and extemporaneous speaking. The members of the faculty are honorary members of all societies. The work of the students in these societies is considered a part of the regular work of the school.

In addition to these regular societies, the young men of the institution have organized a society for the special purpose of practice in debate. This society is known as the Athenian Debating Club, and meets in the Normal building each Wednesday evening.

THE MUSEUM

A room in the main building has been set apart for the display of material illustrative of the work in natural science. Wall cases have been provided and the supply of material includes a collection of fossil forms, a general collection of minerals, the nucleus of a collection of the minerals of Arizona, and a beginning of a series of the native woods of the Territory. There is a growing herbarium of native plants for comparison and illustration. Additions to the collections have been received during the past year from the following:—F. M. Kimmell, Jas. Goodwin, Mrs. I. G. Hanna, Fred Holmes, Miss Anna Smith, A. J. Matthews, J. H. Simms, Wm. Pritchett, L. A. Steele, Tempe; Mrs. John Dennett, Silver Bell, Arizona; Judge Stilwell, Wm. R. Price, Dr. Bert Ogburn, Phoenix.

LABORATORIES

The physical and chemical laboratory is equipped with suitable tables with water supply and waste pipes, and lockers for individual

apparatus. The outfit of chemicals, glassware and apparatus is ample for a large class, each student being provided with the necessary apparatus for the series of experiments. The stock of physical apparatus, besides that necessary for lecture experiments and class demonstration, includes a sufficient number of duplicate sets to enable an entire division to work simultaneously at the same exercise, by this means effecting a great saving of time in the laboratory practice.

The biological laboratory is furnished with tables to accommodate a large class, and is supplied with dissecting miscroscopes, glassware, dissecting instruments, etc. The stock of compound microscopes is yearly being increased, and there is an equipment of apparatus for the preparation of histological material.

PRIZES

An arrangement has been made whereby the Normal School annually meets the University of Arizona in joint debate, each institution being represented by three students. A gold medal, to be awarded annually to the student presenting the best argument, has been given by Dr. Moeur, and this medal also becomes the property of the winner.

Dr. Chas. H. Jones, of Tempe, has established a prize for scholarship which is awarded each year upon graduation to that student who has obtained the highest standing in class work during the three years immediately preceding graduation. This prize consists of a complete set of twenty volumes of Masterpieces of Literature, which, with a handsome case, becomes the personal property of the winner.

The Athenian Debating Club offers three gold medals annually as prizes for excellence in essay, declamation, and oration. The medals are competed for by the members of the regular literary societies during commencement week.

Other prizes will be given during each year to encourage oratorical work in the literary societies and to foster interest in inter-society debates.

THE ALUMNI

This association now numbers 223 members. It holds two regular meetings each year and an annual banquet the day after commencement.

It is confidently believed that all graduates of this school will manifest a lively interest in its welfare. Their influence on the schools of the Territory is already plainly seen, and will doubtless increase. The faculty desires to be informed of the success of the graduates, and also to render them professional assistance as far as possible.

It is the desire of the principal to know the permanent address of each one who has been graduated from the Normal school. Any change in residence or occupation, if made known, will be properly recorded. A mistake of any kind will be cheerfully corrected as soon as attention is called to it.

TEACHERS' BUREAU

The faculty do not wish to be understood as agreeing to furnish employment for their students upon graduation, but feel warranted in saying that they have many opportunities of recommending teachers to good positions, and they are pleased to do so, thereby rendering a service mutually helpful to their students and to school officers.

The principal of this school, when requested, will take pleasure in furnishing to school officers accurate information in regard to the fitness of students and alumni of this school to teach; also, when desired, will put them in communication with teachers seeking employment. In order to be able intelligently to recommend a teacher to a position, it is necessary that the principal be in possession of a full, detailed statement of the requirements of that position and of its surroundings.

CORRESPONDENCE

All correspondence in regard to the management of the school, expense of living, conditions of admission, etc., and all applications for catalogues and announcements, should be addressed to the principal of the Normal School of Arizona, Tempe, Arizona.

Those who have decided to attend the Normal should write to us stating when they will arrive, so that we may meet them at the train. If you do not know upon what train you will arrive, and there is no one to meet you, come to the Normal building.

VISITORS

Visitors are made welcome at all times. Teachers and educators are especially invited.

We are also pleased to see patrons of the school, and are glad to have visitors at our morning exercises, which commence at 9 o'clock.

The school belongs to the Territory. Show your interest in it by paying it an occasional visit.

RATES ON RAILROADS

Half rates are allowed by all of the railroads of the Territory to students on their way to and from the Normal, but in order to secure the rates students must apply to the principal of the school in time for him to make the necessary arrangements with the railroad companies.

COURSES OF STUDY

ENGLISH COURSE

First Year

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Algebra	20	5	Algebra	20	5
Grammar and Composition	20	5	Grammar and Composition	20	5
Elocution	20	3	Elocution	20	3
Word Analysis	20	2	Word Analysis	20	2
Zoology (Field and Laboratory 5.)	20	5	Physiography (Field and Laboratory 5)	20	5
Vocal Music	20	2	Music	20	2

Second Year

First Semester.	Wk.	Rec.	Second Semester.	Wk.	Rec.
Algebra	20	5	Geometry	20	5
Ancient History	20	5	Mediæval and Modern History	20	5
Rhetoric and Composition	20	5	Rhetoric and Composition	20	5
Physiology (Laboratory 3)	20	5	Botany (Field and Laboratory 5)	20	5
Drawing	20	2	Drawing	20	2
Music	20	2	Music	20	2

Junior Year

First Semester.	Wk.	Rec.	Second Semester.	Wk.	Rec.
Geometry	20	5	Theme Writing	20	5
Science of Government (Seminary)	20	2	United States History	20	5
Grammatical Analysis	20	4	Pedagogy	20	5
Psychology	20	5	Chemistry (Laboratory 5)	20	5
Physics (Laboratory 5)	20	5	Drawing	20	2
Drawing	20	2	Music	20	2
Music	20	2	Observation in Training School	10	1

Senior Year

First Semester.	Wk.	Rec.
Practice Teaching	18	5
Psychology and Logic	20	5
English and American Literature	20	5
Book-keeping and Commercial Law	20	5
Methods:	20	5
(Reading, Orthography, Grammar, History, Geography.)		

Second Semester.	Wk.	Rec.
Practice Teaching	18	5
History of Education and Ethics	20	1
English and American Literature	20	5
School Law and School Economy	10	2
Drawing	20	1
Methods:	20	5
(Mathematics, Nature Lessons, Drawing and Penmanship.)		

Forty weeks constitute a school year.

LATIN COURSE

First Year

Same as English, except Latin for Word Analysis, 2d semester.

Second Year

First Semester.	Wk.	Rec.
Algebra	20	5
General History	20	5
Rhetoric and Composition	20	5
Latin	20	5
Drawing	20	2
Music	20	2

Second Semester.	Wk.	Rec.
Geometry	20	5
General History	20	5
Botany	20	5
(Laboratory and Field 5)		
Latin	20	5
Drawing	20	2
Music	20	2

Junior Year

First Semester.	Wk.	Rec.
Geometry	20	5
Science of Government	20	2
(Seminary)		
Latin	20	5
Psychology	20	5
Physics	20	5
(Laboratory 5)		
Drawing	20	2
Music	20	2

Second Semester.	Wk.	Rec.
Geometry	20	5
United States History	20	5
Latin	20	5
Pedagogy	20	5
Drawing	20	2
Music	20	2
Observation in Training School	10	1

Senior Year

First Semester.	Wk.	Rec.	Second Semester.	Wk.	Rec.
Practice Teaching	18	5	Practice Teaching	18	5
English and American Literature and Masterpieces	20	5	English and American Literature and Masterpieces	20	5
Methods:	20	5	School Law and School Economy	10	3
{ Reading, Orthography, Grammar, History, Geography. }			Methods:	20	5
Advanced Psychology and Logic	20	5	{ Mathematics, Nature Lessons, Drawing and Penmanship. }		
Latin	20	5	Latin	20	5
			Drawing	20	1

Prospective students will note that certain changes have been made in the course of study to take effect September, 1905. Students already enrolled and those entering above the first year will pursue the course outlined above. Those entering the first year will schedule for the course which follows.

FIVE YEARS' COURSE

To be followed by all entering classes after September 1, 1905.

First Year

First Semester.	Wk.	Rec.	Second Semester.	Wk.	Rec.
Grammar	20	5	Grammar	20	5
Reading	20	5	Reading	20	5
Spelling and Word Analysis	20	3	Spelling and Word Analysis	20	3
Composition	20	2	Composition	20	2
Algebra	20	5	Algebra	20	5
Drawing	20	2	Drawing	20	2
Music	20	2	Music	20	2

Second Year

First Semester.	Wk.	Rec.	Second Semester.	Wk.	Rec.
Rhetoric and Composition	20	5	Rhetoric and Composition	20	5
Algebra	20	5	Algebra	20	5
Biology (Field & Laboratory)	20	5	Biology (Field & Laboratory)	20	5
Ancient History (L)	20	5	Ancient History (L)	20	5
Drawing	20	2	Drawing	20	2
Music	20	2	Music	20	2

Third Year

First Semester.	Wk.	Rec.	Second Semester.	Wk.	Rec.
English Literature (3)			English Literature (3)		
Theme Writing (2)	20	5	Theme Writing (2)	20	5
Geometry	20	5	Geometry	20	5
Physiography (L)	20	5	Physiology (L)	20	5
Mediaeval & Mod. Hist.	20	5	Constitutional Hist. U. S.	20	3
Drawing	20	2	Drawing	20	2
Music	20	2	Music	20	2

Junior Year

First Semester.	Wk.	Rec.	Second Semester.	Wk.	Rec.
American Literature (3)			American Literature (3)		
GrammaticalAnalysis(2)(L)	20	5	GrammaticalAnalysis(2)(L)	20	5
Physics (laboratory 5)	20	5	Chemistry or Physics (Laboratory)	20	5
Geography	20	3	Arithmetic	20	4
Constitutional Hist. U. S.	20	3	Pedagogy	20	5
Psychology	20	5	Observation in training sch.	20	1
			Drawing	20	1

Senior Year

First Semester.	Wk.	Rec.	Second Semester.	Wk.	Rec.
Practice Teaching	20	5	Practice Teaching	20	5
Psychology and Logic	20	5	Hist. of Edu. & Ethics (L)	20	5
Methods	20	5	Methods	20	5
Book-k'ng & Com. Law (L)	20	5	Sch. Law & Sch. Economy	20	3

Note:—First number denotes the number of weeks, the second the number of periods per week. Length of period is 45 minutes.

The letter *L* indicates that Latin may be substituted for the subject which it follows.

Military drill or physical culture is taken four periods, and chorus work one period per week by all classes throughout the course.

SENIOR CLASS OF 1905

GYMNASIUM

Analysis of Course of Study.

INTRODUCTION

The fact that the primary aim of a Normal school is the training of teachers is made prominent throughout the course. In each department the teacher not only presents the lessons to his class but discusses with the pupils the method of presentation and requires them to note his plans of work in all the parts of the subject. Thus the teaching idea is pre-eminent in the minds of all Normal students from the beginning of the course, and they are able to model their own work as teachers upon what they have seen as well as upon that which they study in text-books on theory.

DEPARTMENT OF ENGLISH

Instruction in English embraces the two lines of work—Language and Literature. The branches studied in this department are Word Analysis, Grammar, Rhetoric, Composition, Grammatical Analysis, Theme Writing, Reading and Literature. The purpose of the work is two-fold,—to secure in the student accuracy and facility in the expression of thought, and a genuine appreciation and love for the best literature. The two lines of work are closely correlated, so that knowledge of the essentials of grammar and composition, ability in clear and pointed expression, power of interpretation and appreciation of thought are emphasized in each phase of the work. It is the desire in the course to make the students not only efficient but inspiring teachers of English.

The literature used as a basis of study in the different branches of the work is selected from college entrance requirements in English.

READING AND ELOCUTION

This course in reading is carried throughout the first year. The aims of the course are:

(a) To improve the student's oral reading of standard literary productions, to develop the power of interpretation and stimulate the imagination.

(b) To give the members of the class an intimate acquaintance with and a pleasurable interest in some of the "literature of power."

Pronunciation is made a subject of special attention and the princi-

ples of correct expression and phrasing are taught. Practical suggestions on emphasis, inflection and cadence are given. During the second semester some time is given to memorizing and reciting simple selections. The selections read are of a varied nature so that the student will become familiar with the different methods of bringing out the meaning expressed in the work of the best authors.

During the past year, the class read the following:

1. The Vision of Sir Launfal.
2. The Lady of the Lake.
3. The Legend of Sleepy Hollow.
4. Lamb's Tales of Shakespeare.
5. Evangeline.
6. Rip Van Winkle.
7. Selections from Longfellow and Byron.

Five periods a week are given to this work.

SPELLING AND WORD ANALYSIS

The work in spelling and word analysis is considered an important part of the course. It now requires three hours a week during the entire first year. Though the exercises and lessons vary from time to time as the wisdom and ingenuity of the teacher and the needs of the student may dictate, yet two ideas predominate. One is to learn to spell correctly on paper the more common English words. The other is to learn the derivation of words and then use them in such phrases and sentences as are most vitally related to the student's experience. Mere dictionary definitions are not accepted for the reason that students at this stage of advancement seldom understand those abstractions. Many of the words are obtained from the text-books in the different branches of study that are pursued simultaneously with this work. The teachers in the different departments also hand the teacher of spelling those words that are most frequently misspelled in the written work.

COMPOSITION

The purpose of the composition work is to develop in the student the power to express his thoughts not only clearly, correctly, and forcefully, but originally and spontaneously. The work seeks for skill in oral expression as well as in written; to that end, every effort is made to encourage the student to talk clearly and easily, and class discussions, debates, and short talks are a part of the required composition work. There will be regular consultation periods, that each student may have the benefit of individual criticism of all written work.

The course of the first year is a practical one. Its aim is to teach punctuation, sentence and paragraph structure, logical thinking. The themes required are short, dealing with subjects within the interest and

knowledge of the student. In the second year, in connection with the rhetoric work, the principles underlying the various forms of prose literature are studied directly from selections from our best authors, and these selections are used as models for original work. The themes cover a wider range of subject—description, narration, editorials, criticisms, outlines, character sketches and discussion of various topics growing out of the study of literature. Originality and individuality are sought for more and more as the work advances. Practice in the criticism and correction of papers is considered an important part of the preparation for the actual teaching of composition.

There is no text-book in the first year. In the second year, Kavana and Beatty's "Composition and Rhetoric" will be used in connection with selections from literature.

GRAMMAR

This course constitutes a thorough review of the essentials of grammar. The purposes of the year's work are to discipline the mind, to aid in the interpretation of speech and literature, and to facilitate the correct expression of thought.

The sentence is taken as the unit of study, and special emphasis is placed npon the study of the structure of the English sentence as it is found in our reputable authors. As a sentence, the unit of grammatical study, is primarily the communication of thought to the minds of its readers, it is attempted to make grammar a study of thought, not of mere rules, definitions, and forms of words. Logical relations are emphasized and the student is lead to think in all he does.

The various parts of speech—their properties and uses—are carefully reviewed. Technicalities are presented simply. The aim is to give the student a clear and thorough understanding of the fundamental principles of the English language, but not to confuse him with names and terms; for, throughout the course, the theory is emphasized that it is not the name we give to an element that is the vital point, but a clear perception of what that element does in the sentence for the communication of the author's thought.

The text books used are:

Lillian G. Kimball—"The English Sentence."

Maxwell—"Advanced Lessons in English."

RHETORIC

The aim of this work is to lead the student to appreciate worthy diction and style, as exemplified in our masters of English, to recognize, through analysis of various pieces of literature, the essential elements of good composition, and to apply this knowledge to improve his own writing and speech.

The study comprises:—a careful review of the essentials of grammar; sentence and paragraph structure; style; figures of speech; prosody and versification.

Literature is used as a basis of study, the selections being made from the college entrance requirements in English. For the current year, these selections will include—

Pope's "Iliad"—this will be made the basis for a careful study of the myth.

Irvings' "Alhambra."

George Eliot's "Silas Marner."

Lowell's "Vision of Sir Launfal."

Whittier's "Snow Bound."

Waddy's "Elements of Composition and Rhetoric" will be used for instruction in the fundamental principles of Rhetoric.

GRAMMATICAL ANALYSIS

This course is given in the first semester of the Junior year, and serves as a review of the work in grammar and rhetoric, and also as an introduction to the literature work of the Senior year. It is intended that the course shall be a thorough test of the student's knowledge of English grammar, and also teach him to apply the principles of grammar to the various forms of English composition.

THEME WRITING

In the second semester of the Junior year a course is given in English composition, along the lines of exposition, description, and argumentation. Models are selected and studied, and short themes are written to develop these three forms of composition. The construction of outlines receives attention, and the students are trained to express themselves simply, and with directness and clearness.

ENGLISH AND AMERICAN LITERATURE

This course is pursued at present during the Senior year. Five periods a week throughout the entire year are devoted to the work. The aims of the course are: To enable the students to read intelligently and appreciatively; to make them realize that literature is a representation of life; to develop somewhat the power of discrimination in their recognition of individual style.

At the very outset the student is made to see that the study of literature must go hand in hand with historic development, and that the literature of a people is but the reflection of a national life. Especial attention is paid to literary movements, to the essential qualities which differentiate one period from another, and to showing the animating spirit of each age.

The time of the first semester is given to a review of English literature throughout its entire extent from 449 to 1900. This sketch of history is taken in six convenient periods and a survey is made of each period. The sources of the literature and the reasons for the perfection of certain literary forms at different epochs are considered. Some masterpieces of each period are read.

During the second semester a general survey of American literary history is given. A study will be made of the greatest writers, including such thinkers as Jonathan Edwards and Benjamin Franklin; essayists, Ralph Waldo Emerson and Washington Irving; novelists, J. F. Cooper and Nathaniel Hawthorne; poets, Bryant, Poe, Whittier, Longfellow, Holmes, Lowell and Whitman. Masterpieces by each author are studied.

TEXTS

"History of English Literature"—Halleck.
"Introduction to American Literature"—Matthews.

The works used for study in Literature, Rhetoric, Grammatical Analysis and Reading are chosen from the list of entrance requirements to the chief Western Universities and will include the following:

Burke's "Conciliation With the Colonies."
Shakespeare's "Julius Caesar."
Milton's "L'Allegro, Il Penseroso, Comus, Lycidas."
Addison's "Sir Roger de Coverly Papers."
Coleridge's "Rime of the Ancient Mariner."
Scott's "Ivanhoe."
Scott's "Lady of the Lake."
Shakespeare's "Merchant of Venice."
Shakespeare's "Macbeth."
Tennyson's "The Passing of Arthur."
Lowell's "The Vision of Sir Launfal."
George Eliot's "Silas Marner."

REFERENCES

The following is a partial list of reference works used:
Wendell—"A Literary History of America."
Kellogg—"English Literature."
Ten Brink—"English Literature."
Morley—"English Men of Letters."
Dowden—"Introduction to Shakespeare."
Coleridge—"Lectures on Shakespeare."
Hazlett—"Elizabethan Literature."
Dowden—"Shakespeare—His Mind and Art."
Emery—"Notes on English Literature."
Taine—"English Literature."

Shaw—"History of English and American Literature."
Minto—"Characteristics of English Poets."
Ward—"A History of English Dramatic Literature."
Saintsbury—"A History of Nineteenth Century Literature."
Saintsbury—"A Short History of English Literature."
Bagehot—"Literary Studies."
Chambers' Cyclopaedia of English Literature.
Stedman—"Poets of America."
Stedman—"Victorian Poets."

DEPARTMENT OF MATHEMATICS

Mathematics always has formed, and always must form, an essential element in every course of study. It will hardly be disputed that those qualities of mind which contribute to success in any occupation are the alertness which enables one to take advantage of opportunities as they present themselves, the accuracy which prevents falling into error, and that consecutiveness of thought which enables us to see clearly from the beginning the end to be obtained, as well as the individual steps which render its attainment possible. But these qualities of mind are just the ones which mathematical processes, developed according to psychological laws, are best calculated to produce. It is our aim to so present each lesson in mathematics as to develop accuracy, rapidity, and the power of logical analysis. While it is intended that the students shall be made familiar with all those topics in arithmetic, algebra, and geometry usually taught in schools of this rank, nevertheless no more topics will be undertaken than can be thoroughly mastered.

ALGEBRA

The study of algebra is pursued throughout the first two years of the course. The first year the effort is to give the student a clear understanding of the signs and symbols used in algebraic notation, the laws and principles governing the same; to generalize arithmetical operations and to develop the equation as a means of studying the relation of quantities and the solution of problems in arithmetic; thus laying the foundation for the future study of algebra and geometry and for the study of arithmetic from the professional standpoint. Emphasis is placed upon factoring and the principles governing linear equations.

The second year there is made a careful study of quadratics, proportion, logarithms, etc. The effort is made to lead the student into habits of clear and consecutive reasoning.

TEXT BOOK

Wells' Essentials of Algebra.

REFERENCES

Wentworth, Bowser, Milne, Taylor, Jocelyn, Fisher and Schwatt.

GEOMETRY

The course in geometry is taken up during the third year and is carried throughout the entire year. The course in geometry includes both concrete and demonstrative, the former being taught in connection with drawing. Demonstrative geometry will embrace both plane and solid. Size-relations will be considered, first by immediate comparison of magnitudes, and afterwards by means of their numerical measure. Abundant exercise in oral demonstration will be given to secure elegance and conciseness of expression, and when this art of rigorous demonstration shall have been acquired, the student will be required to devise his own solutions. In the second semester geometry is correlated with logic.

TEXT-BOOK

Wells' Essentials of Plane and Solid Geometry.

REFERENCES

Phillips and Fisher, Milne, Bowser, Shultze, Sevenoak, Hobbs, and Wentworth.

ARITHMETIC

During the second semester of the Junior Year arithmetic is taken up for a careful review of the subject matter. Especial attention being paid to expression, rapid and accurate calculation, and methods in teaching the subject. The aim is to so present the work that those going out from this school to become teachers may be able to lead their pupils into habits of clear and logical thinking, concise and exact expression, and rapid and accurate calculation. This course is distinctively a teacher's course both as to subject matter and method.

TEXT-BOOK

White's Advanced.

REFERENCES

Robinson's Higher, Ray's Higher, Wentworth's Higher, Milne's Standard, Davies' University, and Walsh.

Note:—All classes now in school will follow the course of study as outlined in the catalogue for 1904-5. The above course will apply only to new classes entering the school.

DEPARTMENT OF SCIENCE

The aim of the work in this department is not so much the collection

of a large store of facts as the thorough training of the student in systematic methods of scientific study and the inculcation of habits of close and accurate observation, orderly thought and logical expression. The student is required to obtain a working knowledge of the fundamental principles of the sciences, and is led to recognize their practical application. The laboratory courses offered, both in the physical and biological sciences, afford abundant opportunity for acquiring facility in the manipulation of apparatus and in the handling of material. The instruction is chiefly academic, its application to nature work in the elementary schools being reserved for the practice department, where each subject receives special attention. However, in selecting the exercises and in conducting the recitations, the attention of the future teacher is frequently directed to the availability in his chosen calling of the knowledge he is here acquiring. The laboratories for work in physics, chemistry, and biology are commodious, well lighted and suitably equipped with apparatus of the latest design, new pieces being added from time to time as new discoveries in the scientific world and the progress of methods demand. There is a large and growing collection of material for illustration in biology and geology, which, during the last year, has been increased by many specimens, contributed by individuals. Such contributions are always acceptable, as by this means it is often possible to obtain valuable and useful material for illustration and study.*

BOTANY

Second Year; Second Semester; Twenty Weeks

The study of botany is peculiarly adapted to cultivate the powers of observation, and to arouse an interest in and a love for the beauties of nature. For this reason knowledge of plant life is especially valuable to the teacher, as furnishing a basis for attractive and interesting courses of nature study for all grades of the elementary schools. The underlying principles of vegetable anatomy and physiology are dealt with in as thorough a manner as practicable, but the fact is recognized that the life relations of plants are of more interest and importance to mankind in general. The student is, therefore, not allowed to restrict his horizon to the limits of the vegetable cell, but is led to study the relation of the plant to the conditions under which it lives, and to the effects of soil, climate and other factors of environment upon its form, structure and habits.

The work begins in the spring, with a laboratory study of the conditions affecting the germination and growth of the seed, followed by an

*The value of specimens of all kinds is greatly enhanced by attaching to them a label bearing the date of collection, locality, name of donor, remarks as to scarcity, abundance, utility, etc.

investigation of the morphology, structure and functions of root, stem, leaf and flower. The subject of plant relations, to which the attention has heretofore frequently been called, is now treated more fully, and the course closes with a study of typical plants illustrating the leading types of vegetable life, thus giving the student an introduction to systematic botany. The entire course is illustrated by experiments performed by the individual student in the laboratory and by field trips at frequent intervals. Each student is required to keep a neat and systematic record of all his observations and investigations, and to illustrate the same by careful drawings and sketches. The laboratory is well supplied with dissecting microscopes and apparatus for the preparation and study of such material as is required in the course, and the student is constantly referred to standard works in the library.

The varied and interesting flora of the Salt River Valley, and of the surrounding mountains, is amply sufficient to furnish abundant material and to arouse a desire for original research.

The Atlas system of separate leaf note-books is used in the laboratory work, and notes are required to be written at first hand in the laboratory.

No laboratory manual is used, the directions for the experimental work being placed on the blackboard or printed on the mimeograph. The students are required to purchase Coulter's "Plant Studies," to be used as a text and reference. The following are among the reference works to which the student has access in the library:

Strasburger, Noll, Schenck and Schimper—"Text-Book of Botany;" Strasburger—"Handbook of Practical Botany;" Warming—"Handbook of Systematic Botany;" Ganong—"The Teaching Botanist;" Bergen—"Foundations of Botany;" Goodale—"Physiological Botany;" Gray—"School and Field Book of Botany;" Gray—"Synoptical Flora of North America;" Strasburger and Hillhouse—"Practical Botany;" Bessey—"Advanced Botany;" Atkinson—"Elementary Botany;" MacMillan—"Minnesota Plant Life;" Newell—"Reader in Botany;" Coulter—"Manual of Rocky Mountain Botany;" Vines—"Text-Book of Botany;" Goebel—"Outlines of Classification and Special Morphology of Plants;" MacDougal—"Plant Physiology;" Darwin and Acton—"Physiology of Plants."

ZOOLOGY

First Year; First Semester; Twenty Weeks

This course consists of laboratory study of types of the more important groups, supplemented by discussions of fundamental principles. Here, as in the botany work, the powers of observation are strengthened and habits of careful, systematic thought are developed.

The student is required to do a large amount of study out of doors, field trips by the class as a whole, or in groups, being an important

feature. The student keeps a careful record of his laboratory work and of the supplementary lectures, illustrating his notes by drawing. The life relations of animals, as well as their structure and physiology, are studied, and attention is called to the progressive development of types leading up to an understanding of the theories of organic evolution.

Jordan and Kellogg's "Animal Life" is used as a text and reference in the class work, and the system of laboratory note taking is uniform with that used in the work in botany. In addition, a number of well selected reference works by standard authors are available in the library and the student is directed in their use. Among these are the following:

Boyer—"Laboratory Manual in Elementary Biology;" Kellogg—"Elements of Zoology;" Parker—"Elementary Biology;" Sedgwick—"Student's Text-Book of Zoology;" Packard—"Zoology;" Comstock—"Manual for the Study of Insects;" Jordan—"Manual of the Vertebrates of the Northern United States;" Ridgway—"Manual of North American Birds;" Chapman—"Bird Studies with a Camera;" Beddard—"Zoogeography;" Mivart—"Types of Animal Life;" Wallace—"Island Life;" Wallace—"Malay Archipelago;" Dodge—"Elementary Practical Biology;" Huxley and Martin—"Practical Biology;" Darwin—"Formation of Vegetable Mould;" Huxley—"Study of Zoology;" Romanes—"Animal Intelligence;" Heilprin—"Distribution of Animals;" Orton—"Comparative Zoology;" White—"Natural History of Selborne;" Van Beneden—"Animal Parasites and Messmates;" Poulton—"Colors of Animals;" Semper—"Animal Life."

PHYSIOLOGY

Second Year; First Semester; Twenty Weeks

The general idea of life processes which the student has acquired in the course in Zoology are here worked out in detail in their application to human physiology. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. The entire course is illustrated by class experiments and by dissections performed upon small animals. The compound microscope and the solar projection microscope are used in demonstrating the minute details of structure, a good series of histological slides being available for this purpose. An excellent human skeleton serves to illustrate the work in anatomy.

The class work is based upon Macy and Norris' General Physiology, which is used as a text. The following reference works are in the library.

Colton—"Physiology, Experimental and Descriptive;" Foster—"Text-Book of Physiology;" Wilder and Gage—"Anatomical Technology;" Keen—"Gray's Anatomy," "American Text-Book of Physiology;" Peabody—"Laboratory Exercises in Anatomy and Physiology;" Blaisdell—"Practical Physiology;" Foster and Langley—"Practical Physiology."

PHYSIOGRAPHY

First Year; Second Semester; Twenty Weeks

This course presupposes a thorough knowledge of elementary geography in all its aspects. The scope of the work includes a consideration of the earth's place in the universe and a brief discussion of its form, size, motion, and of its relation to the other members of the solar system. The earth is considered as being surrounded by two great envelopes; the atmosphere and the ocean. The atmosphere is first discussed and in this connection the students are required to make and record daily observations of the condition of the weather, the height of the barometer, (reduced to sea level), the temperature, dew point and relative humidity. From these records curves are constructed showing graphically the conditions which prevail from month to month during the course. The observations made by the students are compared with the daily bulletins furnished by the government weather service, thus impressing upon the mind an idea of the practical nature of the work. The subject of storms is illustrated by a carefully selected series of weather maps placed in the hands of the student for study. Climatology is given a prominent place in its bearing on the geographical distribution of animals and plants. The study of the land is taken up as a half-term course in dynamical and structural geology, enough time being devoted to historical geology to enable the students to become familiar with the leading principles of the development of life upon the earth and to understand something of the methods of geological research.

The school owns a good stereopticon, furnished with arc light, which serves to illustrate this work by means of a well-selected series of lantern slides.

The list of references is supplemented by the reports of the United States Geological Survey, Interior Department Reports, Coast Survey maps and charts, etc. Dryer's Physical Geography is the text used, and the following are among the references in the library:

Proctor—"Other Worlds than Ours;" Todd—"New Astronomy;" Young—"Lessons in Astronomy," "General Astronomy;" Newcomb and Holden—"Astronomy;" Shaler—"First Book in Geology," "Aspects of the Earth;" Tarr—"Elementary Geology," "Economic Geology of the United States;" Brigham—"Text-Book of Geology;" Dana—"Manual of Geology;" Agassiz—"Geological Sketches;" Tyndall—"Forms of Water," "Hours of Exercise in the Alps;" Geike—"Elementary Lessons in Physical Geography;" Hinman—"Eclectic Physical Geography;" Davis—"Physical Geography;" Wright—"Man and the Glacial Period;" Guyot—"The Earth and Man;" Trotter—"Lessons in the New Geography," The International Geography;" Darwin—"Coral Reefs;" Russell—"Glaciers of North America," "Rivers of North America," "Lakes of North America;" Ward—"Elementary Meteorology;" Waldo—"Elementary Meteoro-

logy," "Physiography of the United States;" Dodge—"A Reader in Physical Geography for Beginners;" Macfarlane—"Commercial and Industrial Geography."

PHYSICS

Junior Year; First Semester; Twenty Weeks

The aim of the work in physics is two-fold—first, to give the student a knowledge of the theory of the constitution of matter and of the physical laws governing its phenomena, and second, to acquaint him with the use of experimental methods in scientific study and investigation. The laboratory method is used, the student being required to perform a series of selected experiments, both qualitative and quantitative. The experiments used are largely chosen from the Harvard preparatory course. An improved method of note-taking is used, the notes being written up at first hand directly from the experimental work, upon separate sheets of paper, which, after examination by the instructor, are bound into a cover for preservation and reference. The student is taught to control the inevitable errors of measurement and to understand the value of a mean of a series of observations. He also learns to plot his results in graphic form by means of curves. Loss of time is prevented by providing each individual student with a complete set of the instruments and pieces of apparatus most frequently used. The field of view is broadened by constant reference to standard works by different authors in the library. The course is amplified by frequent quizzes upon the laboratory work, and by lectures upon the underlying laws and principles.

Carhart and Chute's "High School Physics" is used as a text. Besides the works of reference in the library, a number of scientific periodicals are regularly taken, to all of which the students have access. The following is a partial list of references accessible.

Henderson and Woodhull—"Elements of Physics" Gage—"Elements of Physics;" Wentworth and Hill—"Text-Book of Physics;" Hastings and Beach—"General Physics;" Stewart and Gee—"Elementary Practical Physics;" Hall and Bergen—"Text-Book of Physics;" Adams—"Laboratory Manual;" Stone—"Experimental Physics;" Kelvin—"Constitution of Matter;" Woolcombe—"Practical Work in Heat;" Tyndall—"Heat a Mode of Motion," "Sound;" Mayer—"Sound;" Blaserna—"Sound and Music;" Mayer and Barnard—"Light;" Barnes—"Practical Acoustics;" Ames—"Theory of Physics;" Everett—"The C. G. S. System of Units;" Thompson—"X-Rays;" Thompson, S. P.—"Electricity and Magnetism;" Whiting—"Physical Measurement;" Nichols, Smith and Turton—"Manual of Experimental Physics;" Trautwine—"Civil Engineer's Pocketbook;" Sanford—"Elements of Physics;" Ayers—"Laboratory Exercises in Elementary Physics;" Mach—"The Science of Mechanics;" Thompson—"Recent Progress in Dynamo Electric Ma-

chines;" Sheldon—"Dynamo Electric Machinery;" Ouidin—"Standard Polyphase Apparatus and Systems;" Foster—"Electrical Engineer's Pocketbook;" Atkinson—"Dynamic Electricity and Magnetism;" Bottone—"Radiography," "Wireless Telegraphy and the Hertzian Waves;" Milikan—"Mechanics, Molecular Physics and Heat;" Appleton—"School Physics;" Rowland and Ames—"Elements of Physics."

CHEMISTRY

Junior Year; Second Semester; Twenty Weeks

The course in physics is intended to precede immediately that in chemistry. The student thus begins the latter study with a knowledge of the molecular theory and the physical constitution of matter, and has already acquired considerable facility in the handling of apparatus. The course consists of laboratory work, supplemented by lectures and recitations. The method of note-taking is similar to that used in the course in physics. The laboratory is provided with work tables of approved design, and the equipment, both apparatus and chemicals, is excellent. Considerable simple quantitative work is done, the laboratory being provided for this purpose with a sufficient number of burrettes, measuring tubes and balances. Among the latter are two Becker balances and one Staudinger No. 3.

Newell's Descriptive Chemistry is used as a text and the student is referred to the library for additional reading, the following works being at his disposal:

Smith—"Richter's Inorganic Chemistry;" Ramsay—"Chemical Theory;" Dobbin and Walker—"Chemical Theory for Beginners;" Newell—"Experimental Chemistry;" Roscoe and Schorlemmer—"Treatise on Chemistry," Volumes I and II; Remsen—"Theoretical Chemistry," "Organic Chemistry;" Jones—"Modern Theory of Solution;" Ostwald—"Foundations of Analytical Chemistry," "Outlines of General Chemistry;" Dana—"Minerals and How to Study Them;" Erni—"Mineralogy;" Meldola—"Chemistry of Photography;" Wanklyn—"Water Analysis;" Sutton—"Volumetric Analysis;" Thorpe—"Inorganic Chemical Preparations;" Smith and Hall—"The Teaching of Chemistry and Physics;" Hessler and Smith—' Essentials of Chemistry;" Ostwald—"The principles of Inorganic Chemistry," "A Manual of Physical and Chemical Measurements."

DEPARTMENT OF HISTORY AND CIVICS

As one of the avowed purposes for which the Normal School was founded was to give instruction in the fundamental laws of the United

States, and in what regards the rights and duties of citizens, it follows that the study of history, and of civics, its cognate subject, must be given an important place in the course. Nor could the legislative intent be properly carried out by confining the attention to the history and government of the United States. Our laws and our institutions are not alone the creations of a people native to this continent, but their origin must be sought in the records of nations which flourished and passed away before this country was known to our ancestors.

Believing, then, that an appreciative knowledge of the history of our country must have for a background a good knowledge of world-history, the courses in this department have been so arranged as to lead up to a careful study of United States history in the Junior year.

Throughout the course, note-books are kept by the students, practice is given in the making of outlines and summaries, supplementary readings are assigned, and set papers are written from time to time allowing for original investigation within limits suited to the student's capacity.

ANCIENT, MEDIAEVAL AND MODERN HISTORY

A course of two hundred hours is given in Ancient, Mediæval and Modern history. This work begins with the Sophomore year. The student after one year of work in the Normal proper is prepared to do very satisfactory work in general history.

The purpose is to have the student orient himself and see how nations have arisen, flourished and declined. To note the circumstances of origin, and the potent forces in growth, and the causes of decline. Students in doing this have a better understanding of present conditions and are better prepared to place some estimate on the tendency of those conditions. History is not to be looked upon as so many facts in the race development, but these facts are rather to be regarded as expressions of the continuous stream of life as it has shown itself from the time we first know the Aryan in Europe and Asia down through his history in Greece, Rome, Mediæval Europe, Spain, Portugal, England, France, Germany and Italy.

The first semester is devoted to Ancient history, the second to Mediæval and Modern history.

TEXT-BOOKS

Essentials in Ancient History, A. M. Wolfson; Myers' Mediæval and Modern History.

REFERENCES

Myers' General History, Fisher's Outlines of Universal History, Botsford's History of Greece, Mommsen's Students' History of Rome, Gardiner's Students' History of England, Signobo's Political History of Europe, Hallam's Middle Ages, Grote's History of Greece, Rawlinson's Seven Great Monarchies, Green's History of England, Gibbon's Roman Empire.

SCIENCE OF GOVERNMENT AND UNITED STATES HISTORY

Two periods per week for the first semester of the Junior year is given to the study of our government in comparison with European governments. Subjects like the origin, nature, working, corruption, remedies for corruption, and merits of the United States government, are treated. The aim is to see how the machinery of government in nation, state and city operate. Plans for the improvement of government are studied.

The course in United States history given in the last semester of the Junior year is to train the student in the seminary method of history work as well as to train for power and knowledge. Students in this course do not rely on a text-book; however, one may be employed as a guide. The student is expected to glean his information from works in the library, and reports of this library study will be discussed in the class. Set papers in this course are to be prepared on subjects like "The Origin of the Constitution," "Foreign Relations of the United States since 1789," "Tariff," "National Bank," "Internal Improvements," "Political Parties," "Reconstruction," etc.

TEXT-BOOKS

Wilson, The State; Channing's Student's History of the United States.

REFERENCES

The library has a large number of reference books: Schouler's United States History, American Statesman Series (complete); American History as Told by Contemporaries, Hart; Critical and Narrative History of the United States, Winsor; Old So. Leaflets; American History Leaflets; Blaine's Twenty Years in Congress; Hildreth's United States History; Bryce's American Commonwealth, and many others.

DEPARTMENT OF PROFESSIONAL INSTRUCTION

The distinguishing characteristic of the Normal School lies in the fact that, besides an academic course, it offers a course in the method of instruction and practice therein. The subjects that are classed under the head of professional instruction are psychology, pedagogy, the history of education, logic, ethics, methods of teaching, and the practice in the training school.

PSYCHOLOGY

The instruction in psychology has been classified as elementary and advanced. The elementary course comes the first semester of the Junior year. It precedes pedagogy and follows physiology, where special attention has been given to the study of the nervous system.

The aim in the elementary course is to lead the student to observe the workings of his own mind so that he may come to an intelligent realization of the fundamental laws underlying mental activity.

TEXT-BOOKS

Psychology and Psychic Culture, Halleck, American Book Co.

ADVANCED COURSE

The work of the advanced course which comes the first semester of the Senior year, is a more comprehensive investigation and discussion of the whole subject, and is intended to give the student such a knowledge of the states, powers and activity of the mind, their inter-relations and the laws governing their growth as will enable him to pursue a rational couse of procedure in his professional work.

TEXT-BOOK

James' Briefer Course, Henry Holt & Co.

REFERENCES

Psychology, James' Advanced Course; The Development of the Intellect, Preyer; Mental Development, Baldwin: Principles of Psychology, Spencer; Elements of Intellectual Science, Porter; Psychology, John Dewey.

PEDAGOGY

The course in pedagogy comes the second semester of the Junior year. This course deals, in the first place, with the subjects to be taught, and in the second place it shows how knowledge is acquired. This leads to methods of instruction. The practical illustrations are found in the observation lessons of the training school and of the public school of Tempe, which we have been very kindly permitted to visit.

TEXT-BOOKS

Method in Education, Roark, American Book Co., and Methods of the Recitation, McMurry, The MacMillan Co., New York.

REFERENCES

Compayre's Lectures on Pedagogy, Payne; Locke on Education,

Quick; Education, Spencer; Education of Man, Froebel; Elements of Pedagogy, White; Practical Hints for Teachers, Howland; Pedagogics of the Kindergarten, Froebel.

HISTORY AND PHILOSOPHY OF EDUCATION

In a general sense the history of education is the story of the growth and development of the human race; but this course is restricted to a brief sketch of the ancient systems of education, those of India, Egypt, Persia, Greece, Rome and the Jews; the lives of Socrates, Plato, Aristotle, Cicero, Seneca, Quintillian and Jesus; the schools of mediæval and modern times; a study of the lives of noted educational reformers, as Comenius, Pestalozzi, Herbart and Froebel, and the principles advocated by them; and a comparison of the school systems of Germany, France, England and America.

TEXT-BOOK

"History of Education," Painter, Appleton.

REFERENCES

"English Education," Sharpless; "Education in the United States," Boone; "The Education of the Greek People," Davidson; "European Schools," Klemm; "Educational Reformers," Quick.

ETHICS

In its history the subject of ethics is closely related to the history of education. The purposes that underlie the system of education of a country will give us a clew to the principles upon which its people base their life and conduct. For this reason the first part of the work is an historical study in connection with the history of pedagogy. Toward the close the work becomes more practical. Some modern text is selected for the work. The present year the class used Kidd's "Social Evolution," published by the MacMillan Co.

REFERENCES

"Principles of Ethics," Spencer; "Elements of Moral Science," Porter; "Principles of Sociology," Spencer; "Elements of Morals," Janet; "Duty," Seelye; "Criminal Sociology," Ferri; "History of European Morals," Lecky.

LOGIC

The study of logic is based on psychology. The point of departure is found in the chapter on thought. This course deals mainly with the concept, the judgment, the syllogism, analysis and synthesis, and induc-

tion and deduction. From the historical side Socrates, Aristotle, and Bacon receive special attention.

TEXT-BOOK

"Lessons in Logic," Jevons, MacMillan Co.

REFERENCES

"The Theory of Thought," Davis; "Logic," Hegel; "Logic, Deductive and Inductive," Bain.

METHODS OF TEACHING

The work in methods of teaching is a continuation of the course in pedagogy and occupies forty weeks, five periods per week, being about equally divided among the following: Principles of teaching mathematics; language, including history, reading, spelling, English and geography; nature study and expression, including drawing, writing, etc.

The course will be conducted by the Director of the Training School, with the co-operative assistance of the entire Normal faculty. Each special teacher is expected to assist in the presentation of his subject to the class by giving model lessons illustrating the best methods of dealing with some portion of the subject under discussion, or by lectures which shall amplify some difficult points dealt with by the author. The topics presented are to be selected after consultation with the director as to the special needs of the class and as to the stage of discussion of the subject reached by the class.

The text-books used in this course are McMurry's "Special Methods in Literature, History, Geography, Science and Reading." The study of these texts is preceded by a thorough discussion of the basic principles of teaching.

In the study of special method, after the subject matter and plans of teaching a subject are discussed, typical lessons are presented in the presence of the class to one of the training school classes by a student or the critic teacher. These lessons are observed, criticized and discussed by the class. In addition to these lessons, the pupil teachers of the subject under discussion are expected to present model lessons in their classrooms to be observed by the class in methods, criticisms of such lessons being read in method class or handed to the critic teacher to be discussed by her with the teacher who presented the lesson.

An important part of the study of methods of teaching is the preparation by each student of a thesis bearing directly upon this work. These theses are read before the faculty and the senior and junior classes. The reading of each paper is followed by a brief discussion in which all are invited to take part.

Through the courtesy of the faculty of the public school the student teachers are allowed to visit the work there, and thus the practical

application of the method work is seen under the conditions which must be met by the graduates in the schools of the Territory. The seniors also visit the schools in the rural districts in the vicinity of the Normal.

Student teachers will meet once each week with the respective critics to discuss questions relative to school government and to hear general criticisms upon the work.

REFERENCES

"Education as a Science," Bain; "Philosophy of Education," Fate; "Principles and Practice of Teaching," Johannot; "Outlines of Pedagogics," Rein; "Herbart and the Herbartians," DeGarmo; "Report of the Committee of Fifteen," "Psychology for Teachers," Lloyd Morgan; "Talks on Psychology," James; "Interest," Ostermann; "Infant Education," Curry; "Manual of Psychology," Stout; "Three Studies in Education," Shaw; "The Central Nervous System," Halleck.

SCHOOL LAW AND SCHOOL ECONOMY

Instruction in this branch is given mostly by lectures. In school economy the discussions will cover the whole field of organizing, governing, and conducting primary schools. Its aim is to develop a system of control that shall be in harmony with the principles set forth by the modern methods of education; and to make the student skillful in the performance of the various duties of the school room, by plain, practical and suggestive lessons.

In school law the object will be to make the student familiar with the course of school legislation in the Territory of Arizona; to compare the system of our own Territory with that of some leading states of the union; and to make familiar the leading decisions of the courts of justice upon important school problems.

TRAINING SCHOOL

What the laboratory is to the student of physics and chemistry, the Training School is to the Senior in the Normal School. It is here that he may see the application of the theories and principles which he has studied in his previous course. The Twenty-third Legislature made an appropriation for the erection of a new Training School which is now building. It is just west of the present structure and is to contain ten class rooms, two Manual training rooms, a senior class room, assembly rooms and offices. The building has been planned with reference to convenience, completeness and hygiene, and promises to be a model. It will be fully equipped, giving every advantage to the pupils of the school.

All the work of the course in Pedagogy will be done in the Training School and seniors will be expected to be present there when not reciting. Each Senior is required to give to this work one hour per day for thirty-

six weeks. In addition to the regular teaching each Senior is expected to hold himself in readiness to give the time of one period every day when such time is required by critic teachers.

At the beginning of each quarter, with the assignment of classes the pupil receives a general outline of the work he is expected to do in his class. With this outline as a guide he prepares his daily lesson plans. These are handed to the critic teacher two days in advance of the time when the lesson is to be presented and are corrected by her and discussed with the student. In this way the work given to the pupils in the Training School is freed from error, and the possibility of incorrect subject matter or poor presentation is reduced to a minimum.

While the Territorial course of study is followed in the Training School, yet the conditions governing the school are such as to admit of much more work than that course requires, and the pupil teacher should find here a school that closely approximates to the ideal, and the training given here should fit the student to give to his pupils only the best when he becomes a member of the Territorial teaching force.

The Junior class is required to spend one hour each week of the third quarter in the Training School observing the work done by the pupil teachers. Criticisms upon the lessons observed will be handed to the critic teacher and the lessons will then be discussed by her in the presence of the pupil teacher who gave the lesson and the Junior.

Both Seniors and Juniors will be expected to observe some of the model lessons given in the Training School.

The grounds, which are but an extension of the Normal campus, are large and attractively laid out, and furnish ample room for recreative sports.

As the course now stands, a child can enter the Training School in the first grade and take the entire preparatory work there, passing from the eighth grade directly into the Normal.

The number of pupils is limited and the tuition is free. Application for admission to the Training School must be made in the month of September, and each application will be acted upon in the order in which it is received. The same method will be observed in filling any vacancies that may occur during the year. The places of all pupils that are not present at the opening of the Training School year will be filled by those next upon the list.

COURSE OF STUDY FOR TRAINING SCHOOL

Subjects	First Grade			Second Grade			Third Grade			Fourth Grade			Fifth Grade			Sixth Grade			Seventh Grade			Eighth Grade		
	No. Recitations per week	Length of Recitations	*Time Given to Study	No. Recitations per week	Length of Recitations	*Time Given to Study	No. Recitations per week	Length of Recitations	*Time Given to Study	No. Recitations per week	Length of Recitations	*Time Given to Study	No. Recitations per week	Length of Recitations	*Time Given to Study	No. Recitations per week	Length of Recitations	*Time Given to Study	No. Recitations per week	Length of Recitations	*Time Given to Study	No. Recitations per week	Length of Recitations	*Time Given to Study
Arithmetic	5	15	.....	5	20	15	5	20	20	5	20	20	5	20	20	5	30	20	5	30	20	5	45	.....
Reading	15	20	.....	10	20	15	5	25	20	5	25	20	5	25	20	5	20	20	.....	.....	.....	†5	45	.....
Spelling	Part of R		adg	5	15	15	5	15	20	5	15	20	5	15	20	5	20	20	5	20	20	.....	.....	.....
Language { Science, History / Physiology, Lit.	10	20& 10	.....	10	20	.....	10	20	.....	5	30	.....	5	30	.....	5	20	20	5	30	20	5	45	.....
History	10	10	.....	5	20	.....	5	20	.....	5	20	.....	5	20	.....	5	20	20	5	20	20	5	45	.....
Drawing	5	15	.....	5	20	.....	5	25	.....	5	25	.....	5	25	.....	5	25	.....	5	25	.....	‡5	45	.....
Manual Training	5	20	.....	5	20	.....																		
Music	5	10	.....	5	15	.....	5	15	.....	5	15	.....	5	15	.....	5	20	.....	5	20	.....	5	45	.....
Geography	.....	.....	.....	.....	.....	.....	5	25	.....	5	25	.....	5	25	.....	5	20	.....	5	20	.....	5	45	.....
General Exercises	5	20	.....	5	20	.....	5	20	.....	5	20	.....	5	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grammar	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	45	.....

*Study one period under direction of teacher.

†Alternate.

‡Alternate with writing.

NOTE:

1st Grade Spends 4 hours in school daily.

2d Grade spends { 4 hours in school daily, 1st term. / 5 hours in school daily, 2d term.

3d, 4th and 5th Grades spend 6 hours in school daily.

6th, 7th and 8th Grades spend 7 hours in school daily.

DEPARTMENT OF LATIN.

In this department a complete and thorough four years' Academic course in Latin is here offered as an elective, beginning the second year of the Normal course. The Latin course is arranged with a two-fold object: to fully fit students for college entrance and to equip the professional Normal graduate with a broad and sympathetic literary culture, as well as to train him in the pedagogical value and uses of language study. To this end the entrance requirements of the State University of Arizona and of the Universities of California have been kept well in view so that these institutions will have no scruple in accrediting the work done here on the assurance that the work as outlined herein is all done and done satisfactorily. A high standard and thorough accuracy is insisted on and maintained absolutely, no matter what else is sacrificed. In addition to the Introductory Book, the authors read are Caesar, Cicero, Sallust and Vergil. These are accompanied by parallel reading as shown in the synopsis below. Sight reading is supplied by selections from Nepos, Ovid, Aulus Gellius and Viri Romae. Prose composition occupies a prominent place, no less than two hours per week throughout the whole four years—constituting two-fifths of the entire course—being devoted thereto. The four years' course in Latin, as a whole, consisting as it does of 5 hours per week for 40 weeks per school year, comprises as much time and admits of as much and as thorough work as is generally embraced in most five year courses of 36 weeks each in the best High Schools of the United States.

The Department is well equipped with all classical requisites such as a full set of Kiepert's wall maps and a bountiful supply of large prints and photogravures and other illustrative material, while the Library contains a carefully selected bibliography of the most authoritative works of reference. Besides the regular class-room work, open lectures on Roman life, topography, art, archaeology, and classical antiquities in general are given from time to time with stereopticon views. Likewise leading classicists and archaeologists honor the department with their presence as lecturers.

SECOND YEAR

First Latin Book: Caesar, Gallic War, Books, II and III.

Here three points in particular are dwelt upon: a thorough drill in the ordinary forms of the language, facility in reading Latin with proper observation of quantity, and familiarity with the common rules of syntax. Ready ability to translate easy Latin prose into English and vice versa is also attained. Five hours a week are given to this course; during the First Semester the Introductory Book is thoroughly covered, while in the Second Semester two hours are given to a systematic review of the work of the previous half year and three hours to the reading of Caesar's Gallic War.

THIRD YEAR

Cæsar, Gallic War, books IV, V and VI; Vergil, Æneid, book I; D'Ooge's Latin Composition, Part I; Allen and Greenough's Grammar.

A complete knowledge of the geography, subject matter and its historical bearing is required in the study of Cæsar, together with accurate pronunciation and fluency in reading. Two hours a week are given to Cæsar and one hour to Vergil. The remaining two hours are devoted to Latin Composition. In all three subjects the forms of the language occupy a conspicuous place. Sight translation is also given at frequent intervals from the authors mentioned. Supplementary reading is assigned from:

Caius Julius Cæsar, Dodge; Julius Cæsar, Fowler; Julius Cæsar, Napoleon; Introduction to Cæsar, Trollope; Seven Great Statesman, Oman; Alexander, Hannibal and Cæsar, Dodge; Cæsar et ses contemporains, Delorme; Plutarch's Lives; Society in Rome Under the Cæsars, Inge; Epoch Series of Ancient History, Student's Companion to Latin Authors, Middleton and Mills.

JUNIOR YEAR

Cicero, Catilinarian Orations; Sallust, Catiline; Vergil, Æneid, book II and III; D'Ooge's Latin Composition, part II; Allen and Greenough's Latin Grammar.

Two recitations a week throughout the year are devoted to the reading of Cicero's four orations against Cataline, followed up by Sallust's Cataline. One recitation is occupied weekly with Vergil and again two recitations are given up to Latin prose composition based on the Cicero read. Systematic syntax, prosody, and historical, rhetorical and mythological treatment accompany the authors read. Translation at sight is not neglected. Parallel reading is given from:

Life of Cicero, Forsyth; Life of Cicero, Middleton; Latin Poetry, Tyrrell; History of Latin Literature, Gudeman; History of Latin Literature, Teuffel-Schwabe; Roman Poets of the Augustan Age, Seelar; History of Roman Literature, Cruttewell; Vergil, Nettleship; Essay on the Poetry of Vergil, Nettleship; History of Latin Literature, Simcox; Master Vergil, Tunison; Vergil in the Middle Ages, Comparetti; The Roman Histories of Gibbon, Mommsen and Merivale; Life of Cicero, Trollope; Life of Cicero, Davidson; Cicéron et ses Amis, Boissier; Cicero, DeQuincey.

SENIOR YEAR

Cicero, Pro Archias, Pro Lege Manilia, De Imperio Pompeii; Vergil, Æneid, books IV, V and VI; Cæsar, Gallic War, book I; Advanced Composition; D'Ooge's Latin Composition, part III; Allen and Greenough's Latin Grammar.

In this year a resumé of the work done in the previous years occurs

and to this end one hour a week the first semester and two the second is devoted to the reading of three more speeches of Cicero and another book of Cæsar; while Vergil occupies two hours the first and one the second semester. Advanced prose composition takes up as in the past years two hours a week the year round. The finer points in syntax and grammar are rounded off and the contents of the texts read subjected to a more critical mastery. The regular work is supplemented by select parallel reading on the following topics:

Language, Grammar, Syntax, Etymology, Semantics, History, Biography, Geography, Topography, Mythology, Antiquities, Art, Archaeology, and Current Articles in Reviews and Magazines, etc.

ART DEPARTMENT

This department embraces several interrelated lines of work; representative, mechanical and illustrative drawing; construction; clay modelling; history of art, etc.

The aim of our work here is, first, to train the perceptive faculties and to strengthen the judgment and imagination; second, to develop in the student the skill necessary to delineate objects and original designs in the several media; third, to give the young teacher the means by which he may be able to illustrate on the blackboard with some degree of facility as an aid in the more effective presentation of other subjects; fourth, to lead the student to a fuller appreciation of the beauties and harmonies of nature and art that he may be better able to awaken and develop in his pupils the aesthetic faculty; fifth, to serve as a foundation for an intelligent pursuit of the trades and professions in which drawing serves as an essential element.

Two recitations a week are given during each of the first three years. In the Junior year one recitation per week for the second semester is devoted to the discussion and presentation of methods in drawing.

The work of the first year will embrace these topics: The study and application of the fundamental principles as used in the drawing of simple type-forms and objects based upon these; elements of design, making simple designs from conventionalized plant and animal motives; practice with brush and ink, pencil, charcoal, crayons and color; black-board drawing from objects and memory; easy problems in construction; clay modelling.

During the second year work is continued along the same lines, together with fuller study of still life, casts, pose, values, composition, perspective, designing, illustrative work, mechanical problems, color harmony, black-board work, clay modelling.

Third year work includes pen and ink drawing; light, shade and values; historic ornament; black-board illustration; colored crayons; clay modelling; orthographic and isometric projection; perspective problems; sketching; wash drawing; tinting; designing in the several

media; balance, rhythm and harmony in designs; study of color harmonies, composition.

In the Junior year the topics for discussion and methods will be along lines of work suitable for the primary and grammar grades and will include: use of black-board, brush and ink, charcoal, pencil, colored crayons, pen and ink, water colors; story telling through drawing; constructive work; study of children's drawings; mounting of pictures; school room decoration; home work for pupils; different kinds of papers; how to conduct recitations; preservation of pupils' drawings; programs; picture study.

All through the course students are encouraged to bring to class for criticisms and suggestions, sketches and drawing done outside of class rooms. This department is liberally supplied with casts, still life models and charts. The library contains many works by standard authors on art subjects. To these additions are made each year.

REFERENCES

Principles of Ornament, Aithison; Nature in Ornament, Day; Handbook of Ornament, Myers; Anatomy of Pattern, Day; Line and Form, Crane; Composition, Dow; Theory and Practice of Design, Jackson; Elements of Drawing, Ruskin; Principles of Design, Batchelder; Plant Form in Design, Midgley and Lilley; Year Books of Supervisors of Manual Arts; Story of Architecture, Mathews; Legendary Art, Mrs. Clement; Adeline's Art Dictionary; Taine's Lectures on Art; The Gate Beautiful, Stimson; History of Art, DeForest; History of Ancient Art, Reber; History of Art, Goodyear; Greek Art, Tarbell; History of American Art, Hartman; How to Judge Architecture, Sturgis; Turrets, Towers and Temples, Singleton; Architectural Styles, Rosengarten; The Column and the Arch, Longfellow; Modern Illustration, Pennell; Modern Perspective, Ware; World's Painters, Hoyt; Ornament and Its Application, Day; Clement's Handbooks for Beginners; How to Enjoy Pictures, Emery; Great Pictures Described by Great Writers; Works on Spanish, German, Flemish, Dutch, Italian, English and American Painters; New Methods in Education, Todd; History of Mediæval Art, Reber; Prang Manuals, etc.

BOOKKEEPING AND COMMERCIAL LAW

These subjects are studied during the first Semester of the Senior year when the students' minds have a clearer grasp of the significance of business methods.

The work in bookkeeping is covered by sixty lessons. A thorough presentation is given of the theory of accounts, both by the double and single entry methods.

Each student is required to keep a set of books, which, so far as his individual ability goes, must be a model of neatness and accuracy.

Considerable practice is given in the uses of auxiliary books and in the practical applications of business arithmetic.

Commercial Law is covered in forty lessons. The aim in this subject is to familiarize the student with the ordinary transactions of business life and with the laws governing the same. A necessary feature of this work consists in the writing and study of commercial forms. The method pursued is the combined text-book and lecture, the former being used for definition and frame work, while the latter is given to the illustration and application of the principles set forth to actual business experience.

Students are asked to cite cases that come under their observation for discussion in class, and in order to create healthy interest in the subject, actions at certain times are brought in by students and mock trials are conducted.

Special emphasis is laid upon the subjects of commercial paper and bailments.

TEXT BOOKS

Bookkeeping — Williams & Rogers' Introductory and Business Practice.

Commercial Law—Clark.

REFERENCES

Commercial Law. Williams & Rogers.
Compendium of Commercial Law, Townsend.
Principles of Commercial Law, Musselman.
Commercial Digest, McMaster.
Business Law, White.
Statutes of Arizona.

DEPARTMENT OF MUSIC

Instruction in this branch consists of voice development, the theory of music and elementary harmony, the course covering a period of three years and beginning with the student's first year.

Students of advanced standing, entering for the first time, are required to make such grades as the Faculty prescribes.

The general aim in this study is to develop the natural musical talent of the pupil, so far as the singing voice is concerned, treating the voice as a musical instrument and perfecting it as such to as high a degree as the time allotted to this study will permit in class work. But much may be accomplished by the ambitious student outside of the classroom by the daily practice of the vocal exercises used and application of the principles taught in the school.

Our course provides vocal practice that will insure pure intonation and good enunciation, also the ability to read at sight, from the staff. The latter is simplified by chart work and the use of the modulator applied to the staff.

An important feature of our course in music is the opportunity for chorus practice and study of the best choral music. By this means the student is enabled to apply the knowledge gained in theory in a thorough and practical manner.

TEXT BOOKS

Natural Music Series—Short Course in Music, Book II; Elements of Harmony, Stephen A. Emery; Laurel Song Book, William L. Tomlins. [Last named is furnished by the school.]

AUXILIARY BOOKS

Voice Building and Tone Placing, Curtis; Voice, Song and Speech, Browne and Behuke; Music, Challoner; Vocal Economy and Expressiveness, Aldrich; Art of Singing, Sieber; Musical Analysis, Goodrich.

The library contains many choice books and periodicals along musical lines, and the collection is being increased.

PHYSICAL CULTURE

While the primary object of a school of this kind is the training of the mind, we recognize the fact that it is impossible to obtain satisfactory mental work if the physical condition of the student is neglected. The maxim, "A sound mind in a sound body," should carry the same force today that it did with the ancient Greeks. Students away from home are prone to neglect the matter of muscular exercises. For this reason, if for no other, some form of physical drill is a necessary adjunct to the course. The ordinary track athletics and field games furnish an excellent means of muscular development, and these are encouraged among the students insofar as they do not conflict with their work. However, the fact remains that such exercises can be of benefit to comparatively few of the students. In order, therefore, that every member of the student body may have opportunity for physical drill of the proper amount and kind there have been provided a course in physical culture work for the young women and military drill for the young men.

All girls who carry any work whatever in the school are required to take systematic physical training during the whole course, unless a certificate is presented from a physician, recognized by the school, stating that such exercise would be injurious.

The purposes of this work are:

I.—The attaining and maintenance of health, the development of a symmetrical body and the acquisition of a graceful and erect carriage.

II.—The bringing of every graduate to a mastery of physical training sufficient to secure valuable results for his pupils.

The system used is a modification of the Swedish system. Instruction is given in club, wand and dumb bell drills. While some of the exercises will be taught in uniform series as drills, emphasis will be laid upon the distinct value of each exercise from a hygienic standpoint.

The character of the work is disciplinary as well as recreative, each exercise being done at word of command. Thus quick muscular response to mental stimuli is cultivated and the student learns to control his body in difficult situations.

Nearly all the movements are performed to the accompaniment of music, the inspiration of which insures interest and spontaneity.

Four periods a week are devoted to this work.

MILITARY DRILL

By the placing of military drill in the school course, several important objects are gained. In the first place it is a valuable means of physical culture and training of the muscular sense. The exercise attendant upon a lively drill in the open air is of a nature well calculated to overcome the effects of close application to study, to promote a healthy circulation and to prepare the mind for more vigorous effort. Again, daily attention, even for short periods, to correct position in standing and walking, gives a springy step, an erect carriage and a soldierly bearing, that can scarcely be attained by any other means. Moreover, the strict discipline which is inseparable from properly conducted military work is eminently conducive to the acquiring of orderly and systematic habits, personal neatness, prompt response to direction, and self-control. At the same time the gradation of authority and division of responsibility from private to captain, furnish a valuable object lesson in government, while the actual military knowledge gained makes the student a more valuable citizen, preparing him, as it does, the better to take upon himself the work of his country's defense in time of need. The objection which has sometimes been opposed to military drill because of its one-sided character is entirely met and overcome by the use of the setting-up exercises, the bayonet drill and the calisthenic exercises with and without the piece, while the attractive nature of the work gives to it that spontaneous character without which exercise is valueless.

The course, which is required of all male students who are free from physical disability, includes, the "setting-up exercises" as prescribed for the United States Army, the school of the soldier, the school of the company, the bayonet exercise, calisthenic and bar-bell exercises, extended

order work and battle formation for the company acting alone, the ceremonies of parade and guard mounting and the duties of sentinels. The principles of battalion movements are explained and outlined in order to illustrate the relation of the company to larger bodies of troops.

By an act of the Twenty-First Legislative Assembly of the Territory of Arizona the military organization of the Normal School of Arizona is made a part of the National Guard of this Territory, to be known as the Normal School Cadet Company. The military instructor holds the rank of Captain, and commissions are issued to the student officers of the company. Upon graduating from the institution, or being honorably dismissed therefrom, such officers may resign their commissions or hold the same as retired officers of the Cadets, liable to be called into service by the Commander-in-Chief in case of war, invasion, insurrection or rebellion.

Under this law the requisite ammunition and accessories for a course in target practice will be furnished to the institution each year.

The drill is conducted in strict accordance with the regulations of the United States Army, and the company is annually inspected by the officers of the National Guard.

Opportunity is given for target practice, a good range having been fitted up within a mile of the campus.

Three or four days are spent each year in camp, giving practical experience in camp routine, issue of rations, guard duty, signal practice and extended order work.

The uniform, which is required to be worn at all drills, is of cadet grey, neat in style, serviceable and comfortable. Directions for ordering the uniform will be furnished to prospective students upon application to the president.

Drills will occur four times per week during the year. None are excused from the regular drills except upon the presentation of a written certificate of disability signed by a physician.

ATHLETICS

Interest in athletic work is encouraged among the students, and dressing-rooms and baths are provided for members of the teams while training. The success of the work in this line is indicated by the championship cup of the Territorial foot ball league, which has become the property of the Normal eleven.

Considerable attention is paid to track athletics for which facilities are provided. Basket ball furnishes opportunity for outdoor exercise for the young women, a convenient and well appointed court being located on the campus near the girls' dormitory.

REGISTER FOR 1904-5

CLASS OF 1905

Florence Armitage.....Fairbank
Jessie Blake.....Tempe
Jessie Clark.....Benson
Mattie Corbell.....Tempe
Alice DeForrest.....Tempe
Nelly Duncan.....Mesa
Frank Dykes.....Mesa
Alice Greenleaf.....Yuma
Ione Greenleaf.....Yuma
Edgar Hendrix.....Tempe
Frank Hough.....Tempe
Alma Jones.....Mesa
Laverna Lossing.....Phoenix
Bertha Lyall.....Santa Ana, Cal.
Ina McComas.....Tempe
Helen MacIntyre.....Phoenix
Mary Mullen.....Tempe
Elma Pulsifer.....Tempe
Margaretha Schwarz.....Mesa
Harry Van Noate.....Tempe
Vessa Wright.....Bisbee

NORMAL DEPARTMENT

NAME	ADDRESS
Agnew, Laura	Tempe
Alexander, Helen	Phoenix
Anderson, Mabel	Tempe
Armitage, Ethel	Fairbank
Armitage, Florence	Fairbank
Barkley, John G	Yuma
Barkley, Ollie	Buckeye
Bellamy, Frankie	Tempe
Benedict, Helen	Tombstone
Bennett, Dant	Maricopa
Benson, Jean	Buckeye
Benson, May	Willcox
Biery, Joy	Florence
Blake, Jessie	Tempe
Blakely, Isabel	Kingman
Blome, Helen	Tempe
Brown, Frances	Tempe
Brown, Harry	Tempe
Brown, Stella	Tempe
Buck, Vera	Tempe
Burg, Stanley	Los Angeles
Cain, Mamie	Prescott
Calbick, Chester	Chicago
Carico, Nettie	Clifton
Carpenter, Ysabel	Tombstone
Carrier, Iva	Congress
Carroll, Della	Mesa
Clark, Jessie	Benson
Clem, Clara	Tempe
Clem, Eula	Tempe
Clifford, Cloa	Pearce
Collins, Maude	Benson
Conroy, Olive	Tempe
Conser, Cecil	Tempe
Corbell, Louis	Tempe
Corbell, Mattie	Tempe
Cosner, Ida	Tempe
Cowan, Alma	Tombstone
Cowan, Sadie	Tombstone
Cox, Ernest	Jerome
Cox, Iva	Phoenix
Coy, Gladys	Buckeye
Critchley, Josie	Tombstone
Cullen, Finley	Jerome
Cummings, Maude	Tempe
DeForrest, Alice	Phoenix
Devore, Jennie	Globe
Doherty, Ethel	Nogales
Doherty, Olivia	Nogales
Drew, Anna	Tempe
Duncan, Nelly	Mesa
Dykes, Frank	Mesa
Dykes, John	Mesa
Easterwood, Iva	Tempe

Name	Address
Eichenberger, Mildred	Phoenix
Ellingson, Harry	Tempe
Ellingson, Johnnie	Tempe
Filson, Alberta	Tempe
Forsee, Lon	Tempe
Fitzgerald, C. N	Tempe
Gaddis, Hattie	Gold Hill, N. M.
Gerald, Genevieve	Globe
Gibson, Ada	Mesa
Gibson, Ida	Mesa
Gilleland, Millicent	Tempe
Greenleaf, Alice	Yuma
Greenleaf, Ione	Yuma
Griffen, Olive	Tempe
Griffeth, Bert	Williams
Hadsell, Mamie	Buckeye
Halderman, Ada	Dragoon
Hamill, Carrie	Globe
Hanna, Frank	Tempe
Harmon, May	Tempe
Harris, Alma	Tempe
Harris, Nellie	Tempe
Haulot, Emma	Phoenix
Haulot, Mary	Phoenix
Hazelwood, Johnie	Tempe
Hendrix, Edgar	Tempe
Hendrix, Hazel	Tempe
Hibbert, Leo	Mesa
Holmes, Alta	Tempe
Holmes, Fred	Tempe
Houck, Mary	Cave Creek
Hough, Frank	Tempe
Hough, Mary	Tempe
Hubbard, Genevieve	Tombstone
Huffer, Birdena	Roosevelt
Jaime, Rosa	Safford
Jobs, Margaret	Phoenix
Johnson, Joseph	Mesa
Johnston, Clifford	Tempe
Jones, Alma	Mesa
Jones, Bertran	Lehi
Jones, Doctor	Lehi
Jones, Ethel	Bisbee
Jones, Rollin	Lehi
Jungermann, Albert	Tempe
Jungermann, Reinhold	Tempe
Keating, Annes	Florence
Kemp, Mable	Willcox
Kenney, Lucy	Bisbee
Kindred, Evelyn	Bisbee
King, James	Phoenix
King, Virgil	Phoenix
Leavell, Mary	Tempe
Leebrick, Bessie	Tempe
Leebrick, Karl	Tempe
Lewis, Sadie	Tempe
Lisonbee, Earl	Mesa
Lisonbee, Joseph	Mesa
Lopez, Henry	Tempe
Lossing, Laverna	Phoenix
Lukin, Joe	Tempe
Lyall, Bertha	Santa Ana
McComas, Ina	Tempe
MacIntyre, Helen	Phoenix
McKay, May	Congress
McKay, Nettie	Congress
McNichol, Kitty	Blanchard
Marlar, Carrie	Phoenix
Martin, Nelly	Mesa
Matthews, Anna	Tempe
Meskimons, Irving	Arlington
Miller, Frank	Tempe
Miller, Halbert	Tempe
Millett, Art	Tempe
Modie, Richard	Nogales
Moeur, Hubbard	Tempe
Morrow, Bessie	Tempe
Mullen, Mary	Tempe
Murphy, Imogene	Tempe
Murphy, Nellie	Tempe
Murphy, Richard	Tempe
Nicholas, Sarah	Tempe
Nichols, Grace	Tempe
Nichols, Virginia	Tempe
Odell, Ora	Tempe
Painter, Alberta	Tempe
Painter, Mack	Tempe
Painter, Roy	Tempe
Pemberton, Stella	Roosevelt
Pew, Ellis	Mesa
Pine, Clarence	Tempe
Pine, Nellie	Tempe
Pomeroy, Francelle	Mesa
Potts, Gertrude	Kingman
Price, Fay	Prescott
Price, Ralph	Tempe
Priest, Annie	Tempe
Priest, Lourdes	Tempe
Priest, Marina	Tempe
Pulsifer, Elma	Tempe
Pulsifer, Willa	Tempe
Rich, Forrest	Tempe
Robbins, Inez	Tempe
Rogers, Earl	Mesa
Rowley, Daisy	Mesa
Royce, Proctor	Tempe
Ruse, Eva	Tempe
Russell, Mabel	Chloride
Schaal, Della	Douglas
Schmidt, Laura	Tempe
Schwarz, Margaretha	Mesa
Shute, Eugene	Livingstone
Sirrine, Maude	Mesa
Sirrine, Roy	Mesa
Smith, Annie	Nogales
Standage, Clarence	Mesa

NAME	ADDRESS
Standage, Jean	Mesa
Stauffer, Lemmie	Glendale
Stauffer, Sadie	Glendale
Stephens, Belle	Phoenix
Stewart, Bertha	Mesa
Stewart, Le Roy	Mesa
Stewart, Maude	Tempe
Stewart, Merton	Tempe
Stewart, Owen	Mesa
Stilwell, Mary	Phoenix
Stone, Sarah	Tempe
Sturzenegger, Gertrude	Yuma
Tamborino, Palmira	Congress
Thomas, Jack	Bloomington, Ill.
Tomlinson, Georgia	Tempe
Tool, Bertie	Tempe
Trent, Nelly	Mesa
Turner, Mary	Tempe
Ullman, Elizabeth	Tempe
Van der Walker, Lulu	Tempe
Van Meter, Herbert	Mesa
Van Noate, Corrine	Tempe
Van Noate, Harry	Tempe
Vensel, Sidney	Phoenix
Wallace, Hester	Mesa
Wallace, Sarah	Mesa
Wacaser, W	Tempe
Wayland, Myrtle, New Franklin, Mo.	
Webb, Cone	Roosevelt
Will, Mary	Florence
Williams, Geneva	Clifton
Wilson, William	Wickenburg
Woolf, Arthur	Tempe
Woolf, Irene	Tempe
Woolf, Mabel	Tempe
Woolf, William	Tempe
Wright, Gladys	San Bernardino
Wright, Vessa	Bisbee

SUB-NORMAL DEPARTMENT

Burnett, Jessie	Prescott
Connolly, Bernie	Phoenix
Cox, Loreen	Jerome
Graham, Estelle	Los Angeles, Cal.
Haigler, Chester	Tempe
Jones, Dorothy	Congress
Jones, Lucy	Congress
Keating, Lulu	Bisbee
Keegan, William	Globe
Leavell, Marjorie	Tempe
Leebrick, Ruth	Tempe
Lewis, Amy	Tempe
Miller, Clyde	Bisbee
Ming, Ethel	Phoenix
Murphy, Mildred	Tempe
Nichols, Warren	Tempe
Pine, Oscar	Tempe
Rich, Ione	Tempe
Rieckhoff, Fred	Tempe
Sampson, Shirley	Phoenix
Schmidt, Irma	Tempe

TRAINING DEPARTMENT

Akers, Bryan	Bracomounte, Nijo	Casner, Edith
Abril, Antonio	Bracomounte, Santos	Crafts, Lowell
Abril, Ventura	Bracomounte, Lupa	Cole, Lena
Acebedo, Carmelita	Bruce, Hazel	Cole, Lewis
Acebedo, Elisandro	Clifford, Jesse	Cole, Charles
Acebedo, Thomas	Corbell, Homer	Cole, Maude
Apodoca, Louisa	Corbell, Paul	Daggs, Mary
Apodoca, Teresa	Corbell, Mabel	Drew, Lewis
Bagil, Levrada	Corbell, Ethel	Elias, Paula
Benito, Pedro	Cave, Lillian	Elias, Matilda
Blome, Harold	Cole, Rita	Frizzell, Florence
Blome, Maurice	Cole, Lois	Fields, Marriott
Blount, Louise	Celaya, Carmelita	Filson, Maxwell
Bejauaro, Elvira	Chapin, Lucy	Filson, Sydney

Gilleland, Eugene
Gilleland, Oliver
Gilleland, Ernest
Griffen, Horace
Guidacan, Angelita
Garcia, Mercedes
Guidican, Matilda
Goodwin, Leona
Goodwin, Julius
Hendrix, Bertrande
Hackett, Letha
Holsapple, Sarah
Holsapple, Marion
Holsapple, Raymond
Hu, Lydia
Hawes, Eugene
Hawes, Woodson
Hocker, Monroe
Johnston, Edith
Johnston, Kenneth
Johnston, Helen
Johnston, Dorothy
Jasse, James
Imperial, Amalia
Knight, Alice
Kavanaugh, Rose
Leeper, Blanche
Longley, Dorothy
Longley, Marian
Lynch, John
Leudke, Lizzie
Leebrick, Samuel
Laney, Mabel
Laney, Grant
Martin, Hattie
Martin, Vera
McNulty, Frances
Miller, Emma
Miller, Gussie
Miller, Edna
Miller, Wallace
Martinez, Josefa
Martinez, Antonio
Martinez, Sara
Monson, Ingborg
Oviedo, Margarite
Oviedo, Rosa
Obregon, Severo
Ochoa, Juan
Pine, Walter
Pickrell, William
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Robbins, Ruth
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Ruez, Josie
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Still, Nellie
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Stone, Charles
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Spangler, Lulu
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Turner, Nevada
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Uvez, Carmelita
Van Meter, Jack
Valencia, Ignacio
Walker, Marjorie
Warner, Dorothy
Westover, Charles
Wilson, John
Williams, Poncho

SUMMARY OF REGISTER

Normal Department, including Class of 1905	207
Sub-Normal Department	21
Training Department	129
Total	357

ALUMNI REGISTER

CLASS OF 1887

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Etta Broomell (Mrs. J. Webster Johnson)	Four Years	Los Angeles
Georgia A. Holmesley (University of Arizona)	Ten Years	Clifton
Reese M. Ling (District Attorney, Yavapai County)	Two Years	Prescott
Colonel James H. McClintock	Five Years	Phoenix
Gertrude Pomeroy*	Five Years	

CLASS OF 1888

Kate Cummings (Mrs. Fisher Bailey)	Five Years	Tempe
Martha Sears*	Five Years	
Henry Q. Robertson	Seventeen Years	Globe

CLASS OF 1890

Nanna Brown (Mrs. John Knight)	Three Years	Tempe
Lena Coughran (Mrs. J. M. Sears)	One Year	Tempe

CLASS OF 1891

Lee Gray, LL. B. (Yale, 1893) (Attorney)		Los Angeles
Josephine Frankenberg	Five Years	Tempe

CLASS OF 1892

Lillian J. McAllister		Los Angeles, Cal.
Victoria B. Shaw (Mrs. Geo. K. Smith)	Two Years	Tucson

CLASS OF 1893

Manie Anderson (Mrs. J. E Boyd)	Four Years	Wickenburg
Agnes Halbert*		
W. I. Melton	Eight Years	Toluca, Cal.
Lidia Rembert	One Year	San Francisco
Mary Wingar	Eleven Years	Tempe
Chas. C. Woolf, LL. B. (Univ. of Colo.) (Attorney)		Tempe

CLASS OF 1894

Myrtle Aplin (Physician at Napa Insane Asylum)	One Year	East Highland, Cal.
Joseph T. Birchett	One Year	Tempe
Addine Bury (Mrs. Ira Reedy)	Eight Years	La Cananea
Nettie Clay (Mrs. Ashby Hawes)	One Year	Tempe
Agnes Dobbie (Mrs. J. D. Loper)	Ten Years	Mesa
Allie Gray (Mrs. Joe Sparks)	Nine Years	El Paso, Tex.
Leroy F. Hill		Birmingham, Ala.
Mary E. McNeill	Ten Years	Tempe

*Deceased.

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
John Metz	Six Years	Tucson
Blanche Newell	Nine Years	Mesa
Rosina Pomeroy	Six Years	Mesa
Ella Saunders (Mrs. Louis Cordon)	Two Years	Shumway, Miss.
Anna R. Stewart	Six Years	Tempe
Ida W. Woolf (Mrs. A. J. O'Connor)	Five Years	Florence

CLASS OF 1895

Miriam Anderson (Mrs. M. A. Davenport)	One Year	Wickenburg
John R. Birchett	Two Years	Tempe
John J. Carroll		Tempe
Carrie Culver	Nine Years	Corona, Cal.
Lottie Gibson (Mrs. R. L. Mullen)	Two Years	Tempe
Allie Holmesley (Mrs. Josiah Williams)	Six Years	Pima
J. Wallace Morse	Two Years	St. Louis
Chas. P. Mullen	Two Years	Tempe
Roscoe Walsworth (Student, Harvard University)		Tempe
Maude J. Welcome (Mrs. Hudson Searles)	Four Years	Tucson
Bertha Wilson	Nine Years	Tempe
E. Stanley Windes (Mrs. Dr. Metzgar)	Six Years	Tempe

CLASS OF 1896

J. Lawrence Abell	One Year	Tucson
Nellie E. Culver (Mrs. Roy Frankenberg)	Six Years	Imperial
Don J. Frankenberg	One Year	Tempe
Nott E. Guild		Tucson
Florence G. Hanna (Mrs. J. B. Flummerfelt)	Four Years	Tempe
Carl T. Hayden		Tempe
Jane M. Hedgpeth	Six Years	Phoenix
Lewis P. Hedgpeth	Seven Years	Phoenix
Georgia A. Hendrix (Mrs. L. C. Austin)	Three Years	Nordheim, Tex.
Amina W. McNaughton (A. B. 1898)	Five Years	Pasadena, Cal.
Deborah I. Morris (Mrs. Doane Merrill)	Two Years	Jerome
Julia R Nichols (Mrs. B. C. Calhoon)	Four Years	Phoenix
Bertha M. White (Mrs. Reese)	Eight Years	Bisbee
Roy Frankenberg		Imperial

CLASS OF 1897

May A. Austin [Mrs. William M. Goodwin]	Two Years	Tempe
Julius G. Hansen		Los Angeles, Cal.
Adele Hauxhurst	Six Years	Los Angeles, Cal.
May C. Huffer [Mrs. Bondhower]	Two Years	Globe
Jane P. Martin [Mrs. Verner A. Vanderhoof]	Two Years	Scottsdale

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Ana M. Miller [Mrs. L. D. Yeager]	Three Years	Phoenix
Clara M. Miller [Mrs. C. M. Zander]	Five Years	Buckeye
Flora L. Mills	Three Years	Phoenix
J. Oscar Mullen	Four Years	Tempe
Ada M. Peyton [Mrs. William Dodenhoff]	One Year	Phoenix
Mary C. Robinson [Mrs. W. J. Bowen]	Two Years	Mesa
Lucy M. Schwarz	Seven Years	Mesa
Addie Sirrine [Mrs. Ellis Johnson]	Five Years	Mesa
Verner A. Vanderhoff	Three Years	Scottsdale
Walter S. Wilson	Four Years	Phoenix
Alice B. Windes	Eight Years	Clifton

CLASS OF 1898

Edith R. Abell [Mrs. Dr. Drane]		Mesa
Mary C. Bosbyshell [Mrs. Chas. Phone]	One Year	Douglas
Flora N. Cohn	Three Years	Phoenix
Elizabeth W. England	Two Years	Galesburg, Ill
Louie V. Gage [Mrs. Dr. Dennett]	Three Years	Silver Bell
Una B. Hanna [Mrs. E. G. Decker]	Three Years	Kingman
J. Wesley Hill	Two Years	Phoenix
Olive J. Maxwell [Mrs. C. A. Stewart]	Five Years	Tempe
Florence A. McKee [Mrs. Chas. Arnold]	Two Years	Phoenix
Julia E. Melton	Five Years	Downey, Cal.
Mary R. Moore [Mrs. J. T. Hood]	One Year	Bisbee
Ethel M. Orme [Mrs. E. W. Lewis]	Four Years	Phoenix
Charlotte E. Perry [Mrs. Homer Redden]		Phoenix
William R. Price		Phoenix
Clyde A. Stewart	One Year	Tempe
Ida Warren Swiggett	Four Years	Phoenix
Walter H. Wilbur		Tempe

CLASS OF 1899

Garnett Allison	Three Years	Mesa
Bessie Frances Archbald	Four Years	Cal.
Eva L. Bowyer	Three Years	Phoenix
Lutie Marion Carlyle	Two Years	San Bernardino, Cal.
Nellie E. Clark [Mrs. M. A. Harmer]	Two Years	Tempe
Robert O. Duncan	Four Years	Phoenix
Inez B. Fisher	Four Years	Tempe
Jessica Frazier	Three Years	Denver
Martha Garnett	Four Years	Phoenix
Garfield A. Goodwin		Tempe
Lena Rivers Hartsfield	Five Years	Jerome
Ella Leota Hauxhurst	Five Years	Tempe
Harry G. Hendrix	Five Years	Tempe

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Benjamin E. Hicks		Globe
Margaret Beatrice Hughes	Four Years	Wier City, Kansas
Frank R. Kellner	Two Years	Globe
D. Maude Lincoln	Three Years	Jerome
Alice A. Morse	Four Years	Phoenix
Lillian M. Murray [Mrs. Irving Andrews]		Phoenix
Grace Newell [Mrs. Guy Collins]		Roosevelt
Edna A. Ozanne [Mrs. Walter S. Wilson]	Three Years	Phoenix
L. Clay Henshaw [Mrs. Ed. Bowers]	Two Years	Phoenix
Zebulon Pearce	Four Years	Mesa
Minnie A. Perry [Mrs. Joe Bassett]	Two Years	Cordes
Madge P. Richmond [Mrs Oscar Roberts]	Four Years	Phoenix
Gilbert States	Three Years	Delta, Colo.
Ida W. Temple [Mrs. E. C. Piper]	Three Years	Benson
Ruby M. Tucker [Mrs. Chas. Woolf]	Four Years	Tempe
Lillian A. Vaughn [Mrs. J. Dunbar]	Two Years	Benson
Emma Peyton [Mrs. Geo. Swindel]	Four Years	Manila, P. I.
Mary Malvina Wallace [Mrs. A. W. Woods]	Five Years	Bisbee
Veronica White	Five Years	Bisbee
Lulu Belle Wingar [Mrs. Dr. R. R. Root]	Four Years	Pima

Owing to the action of the Board in extending the course of Study no class was graduated in 1900.

CLASS OF 1901

Noble Carter	Two Years	Manila, P. I.
Alma Morgan Davis	Two Years	Leorin, Idaho
Alice A. Fultz [Mrs. Archambeau]	Two Years	Prescott
Hattie M. Green	Three Years	Phoenix
Edna Lucy Greenleaf*	Two Years	
Dean Ely Godwin	Two Years	Ann Arbor, Mich.
Minnie A Hill		Phoenix
Elizabeth India Hedgpeth	Three Years	Phoenix
Josephine K. Hottinger	Three Years	Santa Rosa, Cal.
Perla E. Martin [Mrs. Ed. Halderman]	Two Years	Bisbee
Eleanor Atlee Merriam	Three Years	Phoenix
Mary Emma McNulty	Four Years	Tempe
Helen Marion Stewart [Mrs. Ellis Wilcox]	Two Years	St. David
Elizabeth Schwarz [Mrs. Jones]	Two Years	Mesa
Serretta Anne Sirrine [Mrs. Jones]	Two Years	Mesa
Charles Albert Stauffer		Phoenix
Ethel M. Wilbur [Mrs. W. Dorman]		Mesa
L. Grace Webb	Four Years	Globe

*Deceased.

CLASS OF 1902

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Alice B. Appleby	Two Years	Phoenix
Rachel Brady (Mrs. Levi Walker)	One Year	Mesa
Jessie F. Creager	Two Years	Nogales
Florence C. Ford	Three Years	Phoenix
J. H. Gerard	Three Years	Williams
Leona L. Gibson	Three Years	Lehi
Grace M. Godwin	One Year	Santa Rosa, Cal.
Charles A. Haigler		Tempe
Victoria F. Harmon	Three Years	Tempe
Leona M. Haulot	Three Years	Tempe
Clara W. Johnson	One Year	Phoenix
D. D. Jones	Three Years	Mesa
Orren C. Jones	Three Years	Laei Oahu, H. I.
Stella F. Ross	Three Years	Mesa
Mary J. C. Snyder (Mrs. Kendrick)	Two Years	Bumblebee
Orpha C. Standage (Mrs. O. Babbitt)	One Year	Mesa
Edith F. Stewart	Three Years	Benson
Harry R. Trusler	One Year	Ann Arbor, Mich.

CLASS OF 1903

Chas. Alexander	Two Years	Lee's Summit, Mo.
Raymond H. Alexander	Two Years	Lee's Summit, Mo.
Elizabeth Cosner	Two Years	Tempe
Alice Curnow	Two Years	Tempe
E. Murray Curnow		Bisbee
Lelia Hicks (Mrs. Thos. Long)		Livingstone
Rose Irene Hottinger	Two Years	Santa Rosa, Cal.
Janie Izora Irvine (Mrs. J. M. Lindsey)		Sunnyvale, Cal.
Ida May Johnson	Two Years	Tempe
Emma Laura King (Mrs. Alma Davis)	One Year	Leorin, Idaho
Mamie Gertrude King	Two Years	Phoenix
Lynn M. Laney		Univ. Cal. Berkeley
Ina Lucinda Listebarger	Two Years	Tempe
Clarence Mark Paddock		Livingstone
George Reed	Two Years	San Diego, Cal.
Elmer F. Ruse		Tempe
Orrin L. Standage	Two Years	Mesa

CLASS OF 1904

Deborah Allen	One Year	Mesa
Rebecca Allen	One Year	Mesa
Winifred E. Allison	One Year	Globe
Fannie Armitage	One Year	Benson
Helen Axtell	One Year	Tombstone
Ernest Corbell	One Year	Tempe
Grace Culver	One Year	Tempe
Lucy Cummings	One Year	Tempe
Mabel Goldsworthy	One Year	Bisbee
Alice Grier	One Year	Phoenix
Adelaide Kindred	One Year	Bisbee
Louise Lynd	One Year	Glendale

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Sallie Miller	One Year	Florence
Mary Millet	One Year	Tempe
Charlotte Mullen	One Year	Tempe
Getha Munds	One Year	Camp Verde
Jennie Munds	One Year	Camp Verde
Della Penn	One Year	Santa Monica, Cal.
Ida Penn	One Year	Santa Monica, Cal.
Pansy Robbins	One Year	Tempe
Marion Thomas	One Year	Bisbee
Everett Wilbur	One Year	Thatcher
Maude Wilson	One Year	Tempe

CLASS OF 1905

Florence Armitage	Fairbank
Jessie Blake	Tempe
Jessie Clark	Benson
Mattie Corbell	Tempe
Alice DeForrest	Phoenix
Nelly Duncan	Mesa
Frank Dykes	Mesa
Alice Greenleaf	Yuma
Ione Greenleaf	Yuma
Edgar Hendrix	Tempe
Frank Hough	Tempe
Alma Jones	Mesa
Laverna Lossing	Phoenix
Bertha Lyall	Santa Ana, Cal.
Ina McComas	Tempe
Helen MacIntyre	Phoenix
Mary Mullen	Tempe
Elma Pulsifer	Tempe
Margaretha Schwarz	Mesa
Harry VanNoate	Tempe
Vessa Wright	Bisbee

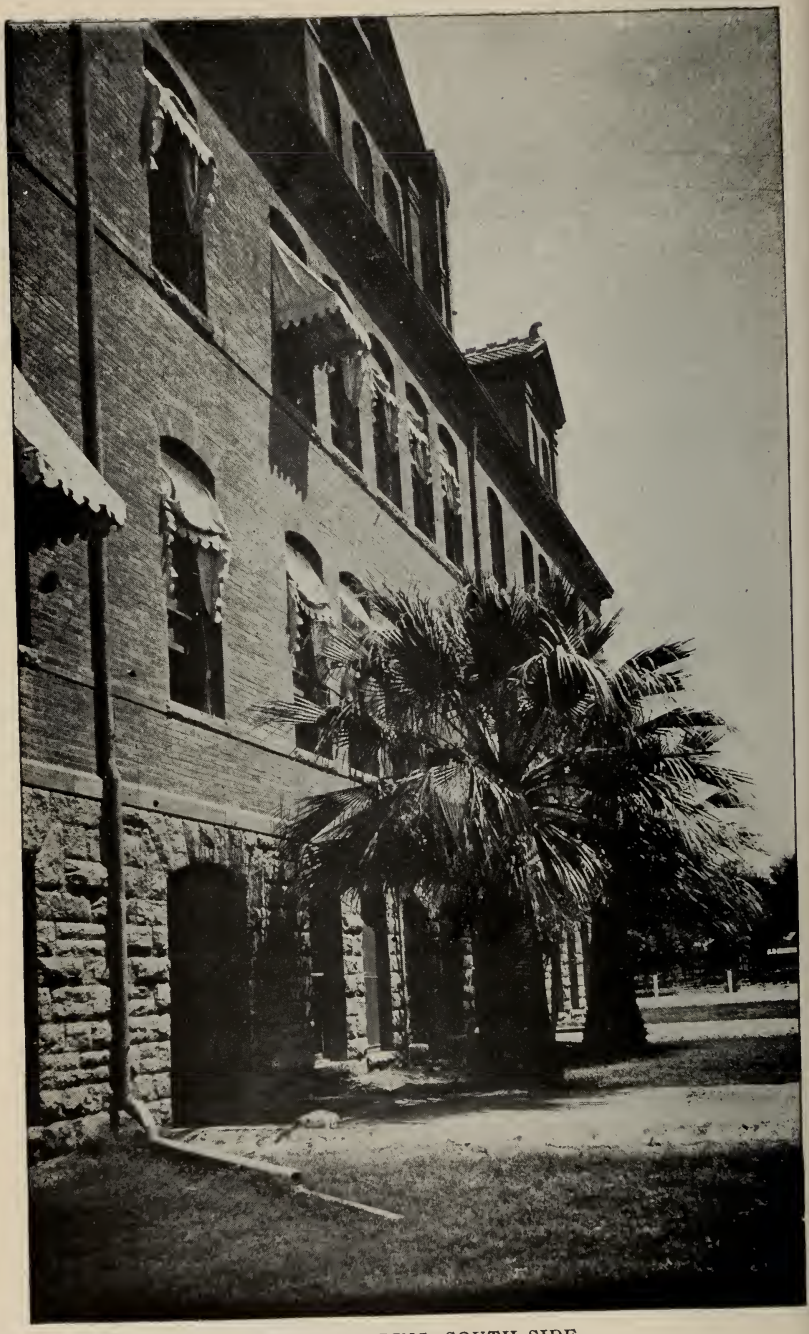
Tempe Normal School
of Arizona

Views of Buildings, Grounds, Interiors, Etc.

DRIVEWAY THROUGH THE NORMAL GROUNDS, LOOKING WEST

LADIES' DORMITORY

PARLOR IN DORMITORY



MAIN BUILDING, SOUTH SIDE

STAIRWAY IN MAIN BUILDING

LADIES' ROOM IN DORMITORY

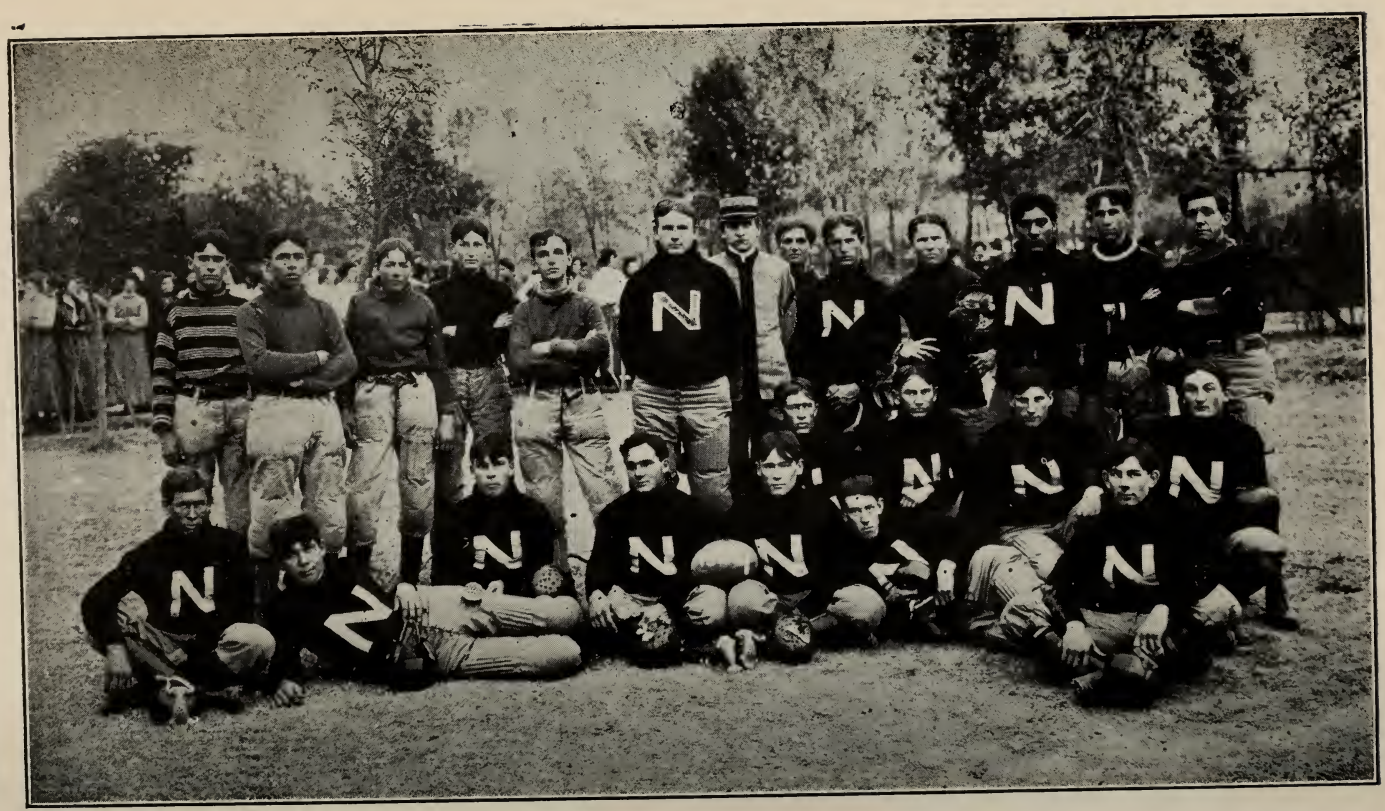
BIOLOGICAL LABORATORY

BOYS' DORMITORY

AUDITORIUM

DINING ROOM

BASKET BALL TEAM



MEMBERS OF FOOTBALL TEAMS

MILITARY COMPANY

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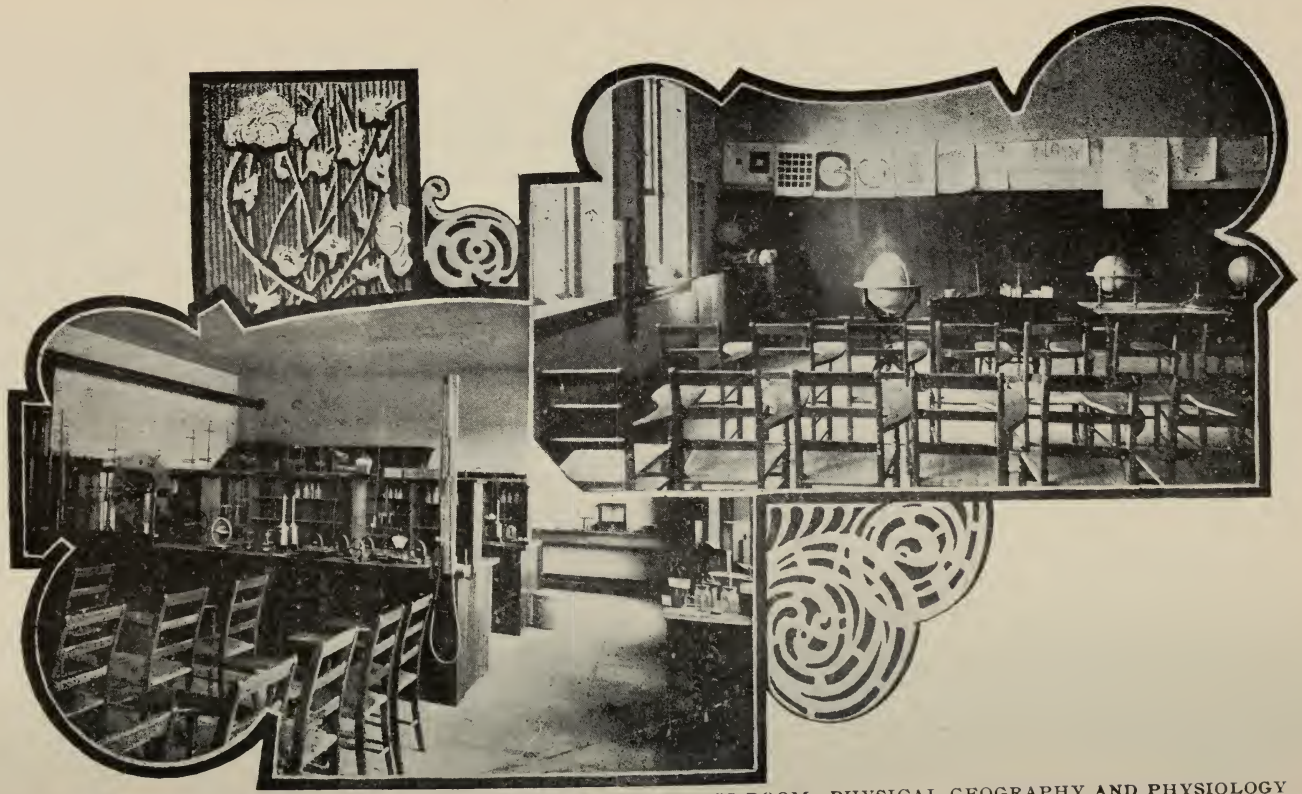

PHYSICAL AND CHEMICAL LABORATORY

CLASS ROOM—PHYSICAL GEOGRAPHY AND PHYSIOLOGY

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THE TEMPE NORMAL SCHOOL OF ARIZONA

AT TEMPE

FEB 3 1921

ANNUAL CATALOGUE

1907-1908

MAIN BUILDING, TEMPE NORMAL SCHOOL OF ARIZONA

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TWENTY-SECOND ANNUAL CATALOGUE

OF

The Tempe Normal School of Arizona

AT TEMPE, ARIZONA

FOR THE SCHOOL YEAR 1906-1907
WITH
ANNOUNCEMENTS FOR 1907-1908

1907
Press of Phoenix Printing Company
Phoenix, Arizona

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CALENDAR FOR 1907-1908

1907

First Semester begins	September 9
Entrance Examinations and Classification	September 9-10-11
First Quarter ends	November 15
Second Quarter begins	November 18
Thanksgiving Vacation	November 28-29
Holiday Vacation begins	December 21
Holiday Vacation ends	December 29

1908

First Semester ends	January 24
Second Semester begins	January 27
Entrance Examination and Classification	January 27-28
Third Quarter ends	April 3
Fourth Quarter begins	April 6
Examinations and Commencement Exercises	June 8-12

TRAINING SCHOOL

School Year begins	September 16, 1907
School Year ends	May 29, 1908

Vacation the same as the Normal School.

FACULTY 1907—1908

A. J. MATTHEWS, Principal,
School Economy and School Law.

F. M. IRISH,
Physical Science and Military Drill.

R. H. H. BLOME, Ph. D.,
Pedagogy, Psychology, and Director of Training School.

W. J. ANDERSON, B. S.,
Drawing and Bookkeeping.

J. L. JOHNSTON,
Vocal Music.

GEORGE M. FRIZZELL, A. B.
Mathematics.

CARA M. FINNIE, A. B.,
English.

JAMES F. HALL, A. M.,
Latin.

BESSIE B. HUTCHISON, A. B.,
Literature, Elocution, and Physical Culture.

F. A. GOLDER, A. M.,
History and Civics.

FRED C. AYER, M. S.,
Biology and Director of Athletics.

ROBT. M. GEORGE, M. A.,
English and Mathematics.

GARCIA L. FERNANDEZ, A. B.,
Spanish and Librarian.

LAURA DOBBS,
Secretary to the President and Bookeeper.

IVA CARUTHERS,
Critic Teacher Seventh and Eighth Grades.

LEONA M. HAULOT,
Critic Teacher Fifth and Sixth Grades.

LOUISE LYND,
Critic Teacher Seventh and Eighth Grades.

MARY E. McNULTY,
Critic Teacher First and Second Grades.

A. B. CLARK,
Manual Training, Sloyd and Carpentry.

MRS. ELIZABETH C. BROWN,
Matron of Girls' Dormitory.

GEO. W. WILSON,
Superintendent of Buildings.

HARRY WALKER,
Superintendent of Grounds.

C. R. HILL,
Engineer.

COURSES OF STUDY—English Course

FIRST YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Grammar and Composition	20	5	Grammar and Composition	20	5
Reading	20	5	Arithmetic	20	5
Algebra	20	5	Algebra	20	5
Spelling and Word Analysis	20	2	Spelling and Word Analysis	20	2
Drawing	20	2	Drawing	20	2
Music	20	2	Music	20	2

SECOND YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Rhetoric and Composition	20	5	Rhetoric and Composition	20	5
Algebra	20	5	Algebra	20	5
Biology (Field & Laboratory)	20	5	Biology (Field & Laboratory)	20	5
Ancient History	20	5	Ancient History	20	5
Drawing	20	2	Drawing	20	2
Music	20	2	Music	20	2

THIRD YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
English Literature (3) / Theme Writing (2) (S)	20	5	English Literature (3) / Theme Writing (2) (S)	20	5
Geometry	20	5	Geometry	20	5
Physiography	20	5	Physiology	20	5
Mediaeval & Modern Hist.	20	5	United States History	20	5
Drawing (S)	20	2	Drawing (S)	20	2
Music (S)	20	2	Music (S)	20	2

JUNIOR YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
American Literature (3) / Grammatical Analysis (2)	20	5	American Literature (3) / Grammatical Analysis (2)	20	5
Physics (Laboratory)	20	5	Chemistry or Physics (Laboratory)	20	5
Geography (S)	20	3	Arithmetic (S)	20	4
Science of Government	20	5	Pedagogy	20	5
Psychology	20	5	Observation in Training Sc	20	1
Music	20	2	Drawing	20	1
			Music	20	2

SENIOR YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Practice Teaching	20	5	Practice Teaching	20	5
Logic and Philosophy of Education	20	5	Hist. of Education & Ethics	20	5
Bookkeeping and Com. Law	20	5	School Law and School Economy	20	5
Methods	20	5	Methods	20	5

N. B.—(S) Spanish as an elective for the subjects indicated.

LATIN COURSE

FIRST YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Grammar and Composition	20	5	Grammar and Composition	20	5
Reading	20	5	Arithmetic	20	5
Algebra	20	5	Algebra	20	5
Spelling and Word Analysis	20	2	Spelling and Word Analysis	20	2
Drawing	20	2	Drawing	20	2
Music	20	2	Music	20	2

SECOND YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Rhetoric and Composition	20	5	Rhetoric and Composition	20	5
Algebra	20	5	Algebra	20	5
Biology (Field & Laboratory)	20	5	Biology (Field & Laboratory)	20	5
Latin	20	5	Latin	20	5
Drawing	20	2	Drawing	20	2
Music	20	2	Music	20	2

THIRD YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
English Literature (3) / Theme Writing (2)	20	5	English Literature (3) / Theme Writing (2)	20	5
Geometry	20	5	Geometry	20	5
Latin	20	5	Latin	20	5
Mediaeval & Modern Hist.	20	5	United States History	20	5
Drawing (S)	20	2	Drawing (S)	20	2
Music (S)	20	2	Music (S)	20	2

JUNIOR YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Latin	20	5	Latin	20	5
Physics (laboratory 5)	20	5	Chemistry or Physics (Laboratory)	20	5
Geography (S)	20	3	Arithmetic (S)	20	4
Science of Government	20	5	Pedagogy	20	5
Psychology	20	5	Observation in Training Sc	20	1
Music	20	2	Drawing	20	1
			Music	20	2

SENIOR YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Practice Teaching	20	5	Practice Teaching	20	5
Logic and Philosophy of Education	20	5	Latin	20	5
Latin	20	5	School Law and School Economy	20	5
Methods	20	5	Methods	20	5

NOTE—Length of the School Year is forty weeks.

The first number denotes the number of weeks, the second the number of periods per week. The length of a period is 45 minutes. Military drill or physical culture is taken four periods, and chorus work one period per week by all classes throughout the course.

N. B.—(S) Spanish as an elective for the subjects indicated.

Analysis of Course of Study

INTRODUCTION

The fact that the primary aim of a Normal school is the training of teachers is made prominent throughout the course. In each department the teacher not only presents the lesson to his class, but discusses with the student the method of presentation and requires them to note his plans of work in all parts of the subject. Thus the teaching idea is pre-eminent in the minds of all Normal students from the beginning of the course, and they are able to model their own work as teachers upon what they have seen as well as upon that which they study in text-books on theory.

The relation between the professional and academic work is maintained during the Senior Year by the pupil-teachers consulting frequently with such members of the Normal School faculty as have charge of the subject they are teaching in the Training School.

The members of the Normal School faculty are also expected to prepare outlines of work, special lessons and lectures pertaining to the methods of teaching their special subjects and present the same to the senior class. This work, both as to time of presentation, and subject matter to be indicated by the Director of the Training School.

The relation is further maintained by the members of the Normal School faculty visiting the pupil teachers while they are teaching the subjects pertaining to their department and offering such criticisms or suggestions as may be helpful to them.

By such methods the professional side of the work is emphasized and correlated with the academic work throughout the entire course, the students are thoroughly prepared for teaching, and the special object of the Normal School accomplished.

DEPARTMENT OF ENGLISH

Instruction in English embraces the two lines of work—Language and Literature. The branches studied in this department are Word Analysis, Grammar, Rhetoric, Composition, Grammatical Analysis, Theme Writing, Reading and Literature. The purpose of the work is two-fold—to secure in the student accuracy and facility in the expression of thought, and a genuine appreciation and love for the best literature. The two lines of work are closely correlated, so that knowledge of the essentials of grammar and composition, abilty in clear and pointed expression, power of interpretation and appreciation of thought are emphasized in each phase of the work. It is the desire in the course to make the student not only efficient but inspiring teachers of English.

The works used for study in Literature, Rhetoric, Grammatical Analysis, Theme Writing and Reading are chosen from the list of entrance requirements to the chief Western Universities and will include the following:

Burke's "Conciliation with the Colonies."

Shakespeare's "Julius Caesar."

Milton's "L'Allegro Il Penseroso, Comus, Lycidas."

Addison's "Sir Roger de Coverly Papers."

Coleridge's "Rime of the Ancient Mariner."

Scott's "Ivanhoe."

Scott's "Lady of the Lake."

Shakespeare's "Merchant of Venice."

Shakespeare's "Macbeth."

Tennyson's "The Passing of Arthur."

George Eliot's "Silas Marner."

Macaulay's "Essay on Addison."

Macaulay's "Life of Johnson."

READING

This course in reading is carried by all regular students during the first semester of the first year. The class recites five times a week. The aims of the course are:

(a) To improve the student's oral reading of standard literary productions, to develop the power of interpretation and stimulate the imagination.

(b) To give the members of the class an intimate acquaintance with and a pleasurable interest in some of the "literature of power."

Pronunciation is made a subject of special attention and the principles of correct expression and phrasing are taught. Practical suggestions on emphasis, inflection and cadence are given. Some time is given to memorizing and reciting simple selections. The selections read are of a varied nature so that the student will become familiar with the different methods of bringing out the meaning expressed in the work of the best authors.

Next year the class will read the following:

Scott's "Marmion."

Shakespeare's "Julius Caesar."

Shakespeare's "Merchant of Venice."

Selections from "Cumnock's Choice Readings."

SPELLING AND WORD ANALYSIS

The work in spelling and word analysis is considered an important part of the course. It now requires two hours a week during the entire first year. Though the exercises and lessons vary from time to time as the wisdom and ingenuity of the teacher and the needs of the student may dictate, yet two ideas predominate. One is to learn to spell correctly on paper the more common English words, the other is to learn the use of them in such phrases and sentences as are most vitally related to the student's experience. Mere dictionary definitions are not accepted for the reason that students at this stage of advancement seldom understand those abstractions. Many of the words are obtained from the textbooks in the different branches of study that are pursued simultaneously with this work. The teachers in the different departments also hand the teacher of spelling those words that are most frequently misspelled in the written book.

GRAMMAR

This course constitutes a thorough review of the essentials of grammar. The purposes of the year's work are to discipline the mind, to aid in the interpretation of speech and literature, and to facilitate the correct expression of thought.

The sentence is taken as the unit of study, and special emphasis is placed upon the study of the structure of the English sentence as it is found in our reputable authors. As a sentence, the unit of grammatical study, is primarily the communication of thought to the minds of its readers, it is attempted to make grammar a study of thought, not of mere rules, definitions and forms of words. Logical relations are emphasized and the student is lead to think in all he does.

The various parts of speech—their properties and uses—are carefully reviewed. Technicalities are presented simply. The aim is to give the student a clear and thorough understanding of the fundamental principles of the English language, but not to confuse him with names and terms; for, throughout the course, the theory is emphasized that it is not the name we give to an element that is the vital point, but a clear perception of what that element does in the sentence for the communication of the author's thoughts.

The text-books used are:

Allen: "A School Grammar of the English Language."

Lillian G. Kimball: "The English Sentence."

References: Maxwell, Whitney, Bain.

COMPOSITION

The purpose of the composition work is to develop in the student the power to express his thoughts not only clearly, correctly, and forcefully, but originally and spontaneously. The work seeks for skill in oral expression as well as in written; to that end every effort is made to encourage the student to talk clearly and easily, and class discussions, debates and short talks are a part of the required composition work. There will be regular consultation periods, that each student may have the benefit of individual criticism of all written work.

The course of the first year is a practical one. Its aim is to teach punctuation, sentence and paragraph structure, logical thinking. The themes required are short, dealing with subjects within the interest and knowledge of the student. In the second year, in connection with the rhetoric work, the principles underlying the various forms of prose literature are studied directly from selections from our best authors, and these selections are used as models for original work. Originality and individuality are sought for more and more as the work advances. Practice in the criticism and correction of papers is considered an important part of the preparation for the actual teaching of composition.

Guerber's "Myths of Greece and Rome" will be used in connection with the work of the first year. The class has also read, this last year, Pope's "Iliad." In the second year, Kavana and Beatty's "Composition and Rhetoric" form the basis of the composition work.

RHETORIC

The aim of this work is to lead the student to appreciate worthy diction and style, as exemplified in our masters of English, to recognize, through analysis of various pieces of literature, the essential elements of good composition, and to apply this knowledge to improve his own writing and speech.

Kavana & Beatty - Composition & Rhetoric

The study comprises:—a careful review of the essentials of grammar, sentence and paragraph structure, style, figures of speech, prosody and versification.

Literature is used as a basis of study, the selections being made from the college entrance requirements in English. For the current year these selections will include:—

Irving's "Alhambra."

George Eliot's "Silas Marner."

Lowell's "Vision of Sir Launfal," and other poems.

Whittier's "Snow Bound," and other poems.

Poe—Poems and Tales.

Hawthorne—"Mosses from an Old Manse."

THEME WRITING

In the third year, theme writing alternates twice a week with English Literature. The course strives not only for clear and correct expression, but also for the development of literary style. There is much practice in all the four forms of composition—description, narration, exposition, and argument. A strong point is made of oral expression and of the correcting of themes. Wherever possible, this work is correlated with the work in literature.

GRAMMATICAL ANALYSIS

Two periods a week throughout the Junior year are devoted to this course. A thorough review of grammar is given. The aim is not only to give the student a definite knowledge of the essentials of the subject, but how to teach these essentials. As a basis for the work, this last year, the class read:—

Coleridge—"Ancient Mariner."

Burke—"Conciliation with the Colonies."

Tennyson—"Launcelot and Elaine."

ENGLISH LITERATURE

This course is pursued by all regular Third year students. Three periods a week throughout the year are devoted to the work. The aims of the course are: To enable the student to read intelligently and appreciatively; to make them realize that literature is a representation of life; to develop somewhat the power of discrimination in their recognition of individual style.

At the very outset the student is made to see that the study of literature must go hand in hand with historic development, and that the literature of a people is but the reflection of a national

life. Especial attention is paid to literary movements, to the essential qualities which differentiate one period from another, and to showing the animating spirit of each age.

A review of the history of English literature from 449 to 1900 is given. This stretch of history is taken in six convenient periods and a survey is made of each period. The source of the literature and the reasons for the perfection of certain literary forms at different epochs are considered. Some masterpieces of each period are read.

This year the class read: Selections from the Caroline Poets; Milton's "L'Allegro," "Il Penseroso," "Lycidas;" Dryden's "Alexander's Feast," "St. Cecilia's Day;" Addison's "Sir Roger de Coverly Papers;" Gray's "Elegy Written in a Country Churchyard;" Goldsmith's "Vicar of Wakefield" and "The Deserted Village;" Johnson's "Rasselas;" Cowper's "On Receipt of My Mother's Picture," "To Mary," and others; Burns' "Songs and Lyrics;" Wordsworth's "Ode on Intimations of Immortality," some of his sonnets; Tennyson's "The Princess," "The Passing of Arthur;" selections from Keats, Byron, Shelley; Ruskin's "Sesame and Lilies."

Texts—"History of English Literature," Halleck.

Palgrave's Golden Treasury of Songs and Lyrics.

The following are a few of the reference books accessible:—Ten Brink, "English Literature;" Jusserand, "A Literary History of the English People;" Taine, "English Literature;" Courthope, "A History of English Poetry;" Ward, "A History of English Dramatic Literature;" Dowden, "Shakespeare, His Mind and Art;" Ordish, "Shakespeare's London;" Snider, "The Shakespearean Drama;" Ten Brink, "Five Lectures on Shakespeare;" "Carlyle's Critical and Miscellaneous Essays;" "Macaulay's Critical and Historical Essays;" Gwynn, "The Masters of English Literature;" Woodberry, "Makers of Literature;" Wendell, "The Temper of the Seventeenth Century in English Literature;" Leslie Stephen, "Hours in a Library;" Kellogg, "English Literature;" Shaw, "History of English Literature;" Minto, "Characteristics of English Poets;" Pancoast, "Introduction to English Literature;" H. A. Beers, "English Romanticism;" Morley, "English Men of Letters" (complete series); Seccombe, "The Age of Johnson;" Oliphant, "The Victorian Age;" Whipple, "The Literature of the Age of Elizabeth;" Herford, "The Age of Wordsworth;" Snell, "The Age of Chaucer;" Garnett, "The Age of Dryden;" Dennis, "The Age of Pope;" Walker, "The Age of Tennyson;" VanDyke, "The Poetry of Tennyson;" Harrison's "Tennyson, Ruskin, Mill;" Brooke, "Tennyson, His Relation to Modern Life;" Mabie, "Shakespeare, Poet, Dramatist and Man;" Saintsbury, "A History of Nineteenth Century Literature;" Rawnsley, "Ruskin and the English Lakes;" Bagehot, "Literary Studies;" "Library of the World's Best Litera-

ture;" Alden's "Universal Literature;" "Library of American Literature;" also the complete works of all important writers. Numerous biographies.

AMERICAN LITERATURE

This course is given in the Junior year. Three periods a week throughout the year are devoted to this work. A general survey of American literary history is given. A study will be made of the greatest writers, including such thinkers as Jonathan Edwards and Benjamin Franklin; essayists, Ralph Waldo Emerson and Washington Irving; novelists, J. F. Cooper and Nathaniel Hawthorne; poets, Bryant, Poe, Whittier, Longfellow, Holmes, Lowell and Whitman.

This year the class read the following masterpieces: Cooper's "The Spy;" Bryant's "Sella," and other poems; Hawthorne's "Marble Faun" and "Twice Told Tales;" Longfellow's "The Building of the Ship," and others; Whittier's "Mable Martin;" selections from Poe's poems and short stories; Holmes' "Autocrat of the Breakfast Table;" Emerson's "Each and All,' "The Problem," and others; Lowell's "Fable for Critics."

The following references are used: Barett Wendell, "A Literary History of America;" Richardson, "American Literature;" Stedman, "Poets of America;" Trent, "American Literature;" Mitchell, "American Lands and Letters;" Burton, "Literary Leaders of America;" Lawton, "The New England Poets;" Howells, "Literary Friends and Acquaintances;" Smiley, "Manual of American Literature;" Higginson, "Old Cambridge;" American Men of Letters Series; Beacon Biographies; Pickard, "Whittier Land;" Hale's "Lowell and His Friends;" Mead, "The Influence of Emerson;" Curtis, "Literary and Social Essays;" Marble's "Thoreau, His Home, Friends and Books;" Julian Hawthorne's "Hawthorne and His Circle. Numerous other biographies and the complete works of all the important writers of American prose and poetry.

Text: "Introduction to American Literature," by Brander Matthews.

DEPARTMENT OF MATHEMATICS

Mathematics always has formed, and always must form, an essential element in every course of study. It will hardly be disputed that those qualites of mind which contribute to success in any occupation are the alertness which enables one to take advantage of opportunities as they present themselves, the accuracy which prevents falling into error, and that consecutiveness of thought which enables us to see clearly from the beginning the end to be obtained, as well as the individual steps which render its attainment possible. But these qualities of mind are just the ones which mathematical processes, developed according to psychological laws, are best calculated to produce. It is our aim to so present each lesson in mathematics as to develop accuracy, rapidity, and the power of logical analysis. While it is intended that the students shall be made familiar with all those topics in arithmetic, algebra and geometry usually taught in schools of this rank, nevertheless, no more topics will be undertaken than can be thoroughly mastered.

ARITHMETIC

Arithmetic is studied during one Semester in the First Year. The aim in this class is to make a thorough review and study of the underlying principles, as well as to give rigorous drill in rapid and accurate calculation. The necessity of being accurate will be emphasized, for advancement in mathematics must be slow so long as error is prevalent in calculations. Methods of checking and proving the work will be noticed in connection with all parts of the subject. Special attention will be paid to common fractions, metric system, proportion, and percentage and its applications.

During the Junior year Arithmetic is again studied for one Semester, with a view of thoroughly reviewing elementary and higher arithmetic. The aim will be to broaden the view, give a thorough comprehension of underlying principles and a capability of making difficult arithmetical calculations. The subject will be presented from the standpoint of the teacher, thus bringing out methods of presentation. so that graduates of the Normal when they become teachers may be able to lead their pupils into habits of clear and logical thinking, concise and exact expression, and rapid and accurate calculation.

Text-book:—Robinson's New Higher.

References:—Ray's Higher, Wentworth's Higher, Milne's Standard, Davies' University, Walsh, White, The New Franklin.

ALGEBRA

The study of algebra is pursued throughout the first two years of the course. The first year the effort is to give the student a clear understanding of the signs and symbols used in algebraic notation, the laws and principles governing the same; to generalize arithmetical operations and to develop the equation as a means of studying the relation of quantities and the solution of problems in arithmetic, thus laying the foundation for the future study of algebra and geometry and for the study of arithmetic from the professional standpoint. Emphasis is placed upon factoring and the principles governing linear equations.

GEOMETRY

The course in geometry is taken up during the third year and is carried throughout the entire year. The course in geometry includes both concrete and demonstrative, the former being taught in connection with Drawing. Demonstrative geometry will embrace both plane and solid. Size-relations will be considered, first, by immediate comparison of magnitudes, and afterwards by means of their numerical measure. Abundant exercise in oral demonstrations will be given to secure elegance and conciseness of expression, and when this art of rigorous demonstration shall have been acquired, the student will be required to devise his own solutions. In the second Semester geometry is correlated with logic.

Text-book:—Wells' Essentials of Plane and Solid Geometry.

References:—Phillips and Fisher, Milne, Bowser, Shultze, Sevenoak, Hobbs and Wentworth.

The Second Year there is made a careful study of quadratics, proportion, logarithms, etc. The effort is made to lead the student into habits of clear and consecutive reasoning.

Text-book:—Wells' Essentials of Algebra.

References:—Wentworth, Bowser, Milne, Taylor, Jocelyn, Fisher and Schwatt.

DEPARTMENT OF SCIENCE

The aim of the work in this department is not so much the collection of a large store of facts as the thorough training of the student in systematic methods of scientific study and the inculcation of habits of close and accurate observation, orderly thought and logical expression. The student is required to obtain a working knowledge of the fundamental principles of the sciences, and is led to recognize their practical application. The laboratory courses offered, both in the physical and biological sciences, afford abundant opportunity for acquiring facility in the manipulation of apparatus and in the handling of material. The instruction is chiefly academic, its application to nature work in the elementary schools being reserved for the practice department, where each subject receives special attention. However, in selecting the exercises and in conducting the recitations, the attention of the future teacher is frequently directed to the availability in his chosen calling of the knowledge he is here acquiring, and the pupil-teachers are given assistance and advice in arranging courses in nature study for the different grades of the Training School. The laboratories for work in physics, chemistry and biology are suitably equipped with apparatus of the latest design, new pieces being added from time to time as new discoveries in the scientific world and the progress of methods demand. There is a large and growing collection of material for illustration in biology and geology, which, during the last year, has been increased by many specimens contributed by individuals. Such contributions are always acceptable, as by this means it is often possible to obtain valuable and useful material for illustration and study.

BIOLOGY

Botany—Second Year, Second Semester; Twenty Weeks

The study of botany is peculiarly adapted to cultivate the powers of observation, and to arouse an interest in and a love for the beauties of nature. For this reason knowledge of plant life is especially valuable to the teacher, as furnishing a basis for attractive and interesting courses of nature study for all grades of the elementary schools. The underlying principles of vegetable anatomy and physiology are dealt with in as thorough a manner as practical, but the fact is recognized that the life relations of plants are of more interest and importance to mankind in general. The student is, therefore, not allowed to restrict his horizon to the limits of the vegetable cell, but is led to study the relation of the

plant to the conditions under which it lives, and to the effects of soil, climate and other factors of environment upon its form, structure and habits.

The work begins in the spring, with a laboratory study of the conditions affecting the germinating and growth of the seed, followed by an investigation of the morphology, structure and functions of root, stem, leaf and flower. The subject of plant relations, to which the attention has heretofore frequently been called, is now treated more fully, and the course closes with a study of typical plants illustrating the leading types of vegetable life, thus giving the student an introduction to systematic botany. The entire course is illustrated by experiments performed by the individual student in the laboratory and by field trips at frequent intervals. Each student is required to keep a neat and systematic record of all his observations and investigations, and to illustrate the same by careful drawings and sketches. The laboratory is well supplied with dissecting microscopes and apparatus for the preparation and study of such material as is required in the course, and the student is constantly referred to standard works in the library.

The varied and interesting flora of the Salt River Valley, and of the surrounding mountains, is amply sufficient to furnish abundant material and to arouse a desire for original research.

The Atlas system of separate leaf note-books is used in the laboratory work, and notes are required to be written at first hand in the laboratory.

No laboratory manual is used, the directions for the experimental work being placed on the blackboard or printed on the mimeograph. The work is based upon Bergen's "Elements of Botany" (Pacific coast edition), which is used as a text and reference. The following are among the reference works to which the student has access in the library:

Strasburger, Noll, Schenck and Schimper—"Text-Book of Botany;" Strasburger—"Handbook of Practical Botany;" Warming—"Handbook of Systematic Botany;" Ganong—"The Teaching Botanist;" Bergen—"Foundations of Botany;" Goodale—"Physiological Botany;" Gray—"School and Field Book of Botany;" Gray—"Synoptical Flora of North America;" Strasburger and Hillhouse—"Practical Botany;" Bessey—"Advanced Botany;" Atkinson—"Elementary Botany;" Macmillan—"Minnesota Plant Life;" Newell—"Reader in Botany;" Coulter—"Manual of Rocky Mountain Botany;" Vines—"Text-Book of Botany;" Goebel—"Outlines of Classification and Special Morphology of Plants;" MacDougal—"Plant Physiology;" Darwin and Acton—"Physiology of Plants;" Zimmerman—"Botanical Microtechnique;" Chapman—"Flora of Southern United States;" Newhall—"Leaf Collector's Handbook."

Zoology—Second Year, First Semester; Twenty Weeks

This course consists of laboratory study of types of the more important groups, supplemented by discussions of fundamental principles. Here, as in the botany work, the powers of observation are strengthened and habits of careful, systematic thought are developed.

The student is required to do a large amount of study out of doors, field trips by the class as a whole, or in groups, being an important feature. The student keeps a careful record of his laboratory work and of the supplementary lectures, illustrating his notes by drawing. The life relations of animals, as well as their structure and physiology, are studied, and attention is called to the progressive development of types leading up to an understanding of the theories of organic evolution.

Linville and Kelly's "Zoology" is used as a text and reference in the class work, and the system of laboratory note taking is uniform with that used in the work in botany. In addition, a number of well selected reference works by standard authors are available in the library and the student is directed in their use. Among these are the following:

Boyer—"Laboratory Manual in Elementary Biology;" Kellogg—"Elements of Zoology;" Parker—"Elementary Biology;" Sedgwick—"Student's Text-Book of Zoology;" Packard—"Zoology;" Comstock—"Manual for the Study of Insects;" Jordan—"Manual of the Vertebrates of the Northern United States;" Ridgway—"Manual of North American Birds;" Chapman—"Bird Studies with a Camera;" Beddard—"Zoogeography;" Mivart—"Types of Animal Life;" Wallace—"Island Life;" Wallace—"Malay Archipelago;" Dodge—"Elementary Practical Biology;" Huxley and Martin—"Practical Biology;" Darwin—"Formation of Vegetable Mould;" Huxley—"Study of Zoology;" Romanes—"Animal Intelligence;" Heilprin—"Distribution of Animals;" Orton—"Comparative Zoology;" White—"Natural History of Selborne;" Van Beneden—"Animal Parasites and Messmates;" Poulton—"Colors of Animals;" Semper—"Animal Life;" "The Riverside Natural History," in six volumes; Lee—"The Microtomist's Vade Mecum;" Keeler—"Our Native Trees."

PHYSIOLOGY

Third Year, Second Semester; Twenty Weeks

The general idea of life processes which the student has acquired in the course in Zoology are here worked out in detail in their application to human physiology. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. The entire course is illustrated by class experiments and by dissections performed upon small animals.

The health and efficiency of the human body are being more and more esteemed, and the point of view that regards the human body as a living mechanism is not only the foundation of physiology, hygiene, and sanitation, but particularly concerns intellectual and moral behavior. Therefore, we bring into greater prominence the right conduct of physical life, hygiene and sanitation, and reduce anatomy to its lowest terms.

Experimental work is done from Peabody's "Exercises in Anatomy and Physiology." The class work is based upon Peabody's "Physiology and Anatomy," Macy and Norris' "General Physiology," and Hough and Sedgwick's "The Human Mechanism," one of which is used as a text. The work is supplemented by lectures by the instructor. Specialists are also accessible for frequent lectures.

An excellent human skeleton, charts and diagrams serve to illustrate the work in anatomy. The following reference works are in the library:

Colton—"Physiology, Experimental and Descriptive;" Foster—"Text-Book of Physiology;" Wilder and Gage—"Anatomical Technology;" Keen—"Gray's Anatomy;" "American Text-Book of Physiology;" Peabody—"Laboratory Exercises in Anatomy and Physiology;" Blaisdell—"Practical Physiology;" Foster and Langley—"Practical Physiology."

PHYSIOGRAPHY

Third Year, First Semester; Twenty Weeks

This course presupposes a thorough knowledge of elementary geography in all its aspects. The scope of the work includes a consideration of the earth's place in the universe and a brief discussion of its form, size, motion, and of its relation to the other members of the solar system. The local conditions are then studied in the field, the students making collections of soils, rocks and minerals for purposes of study and comparison. The study of physiographic processes and features of the land is supplemented by short field trips, for which the immediate vicinity is admirably adapted. Laboratory exercises are recorded in suitable note-books. During the entire course the students are required to make and record daily observations of the condition of the weather, the height of the barometer, (reduced to sea level), the temperature, dew point and relative humidity. From these records curves are constructed showing graphically the conditions which prevail from month to month during the course. The observations made by the students are compared with the daily bulletins furnished by the government weather service, thus impressing upon the mind an idea of the practical nature of the work. The subject of storms

is illustrated by a carefully selected series of weather maps placed in the hands of the student for study. Climatology is given a prominent place in its bearing on the geographical distribution of animals and plants.

The school owns a good stereopticon, furnished with arc light, which serves to illustrate this work by means of a well-selected series of lantern slides.

The list of references is supplemented by the reports of the United States Geological Survey, Interior Department Reports, Coast Survey maps and charts, etc. Dryer's Physical Geography is the text used, and the following are among the references in the library:

Proctor—"Other Worlds Than Ours;" Todd—"New Astronomy;" Young—"Lessons in Astronomy," "General Astronomy;" Newcomb and Holden—"Astronomy;" Shaler—"First Book in Geology," "Aspects of the Earth;" Tarr—"Elementary Geology," "Economic Geology of the United States;" Brigham—"Text-Book of Geology;" Dana—"Manual of Geology;" Agassiz—"Geological Sketches;" Tyndall—"Forms of Water," "Hours of Exercise in the Alps;" Geike—"Elementary Lessons in Physical Geography;" Hinman—"Eclectic Physical Geography;" Davis—"Physical Geography;" Wright—"Man and the Glacial Period;" Guyot—"The Earth and Man;" Trotter—"Lessons in the New Geography," "The International Geography;" Darwin—"Coral Reefs;" Russell—"Glaciers of North America," "Rivers of North America," "Lakes of North America;" Ward—"Elementary Meteorology;" Waldo—"Elementary Meteorology," "Physiography of the United States;" Dodge—"A Reader in Physical Geography for Beginners;" Macfarlane—"Commercial and Industrial Geography."

PHYSICS

Third Year, First Semester; Twenty Weeks

The aim of the work in physics is two-fold—first, to give the student a knowledge of the theory of the constitution of matter and of the physical laws governing its phenomena, and, second, to acquaint him with the use of experimental methods in scientific study and investigation. The laboratory method is used, the student being required to perform a series of selected experiments, both qualitative and quantitative. The experiments used are largely chosen from the Harvard preparatory course. An improved method of note-taking is used, the notes being written up at first hand directly from the experimental work, upon separate sheets of paper, which, after examination by the instructor, are bound into a cover for preservation and reference. The student is taught to control

the inevitable errors of measurement and to understand the value of a mean of a series of observations. He also learns to plot his results in graphic form by means of curves. Loss of time is prevented by providing each individual student with a complete set of the instruments and pieces of apparatus most frequently used. The field of view is broadened by constant reference to standard works by different authors in the library. The course is amplified by frequent quizzes upon the laboratory work, and by lectures upon the underlying laws and principles.

Millikan and Gale's "First Course in Physics" is used as a text. Beside the works of reference in the library, a number of scientific periodicals are regularly taken, to all of which the students have access. The following is a partial list of references accessible:

Henderson and Woodhull—"Elements of Physics;" Gage—"Elements of Physics;" Wentworth and Hill—"Text-Book of Physics;" Hastings and Beach—"General Physics;" Stewart and Gee—"Elementary Practical Physics;" Hall and Bergen—"Text-Book of Physics;" Adams—"Laboratory Manual;" Stone—"Experimental Physics;" Kelvin—"Constitution of Matter;" Woolcombe—"Practical Work in Heat;" Tyndall—"Heat a Mode of Motion," "Sound;" Mayer—"Sound;" Blaserna—"Sound and Music;" Mayer and Barnard—"Light;" Barnes—"Practical Acoustics;" Ames—"Theory of Physics;" Everett—"The C. G. S. System of Units;" Thompson—"X-Rays;" Thompson, S. P.—"Electricity and Magnetism;" Whiting—"Physical Measurement;" Nichols, Smith and Turton—"Manual of Experimental Physics;" Trautwine—"Civil Engineer's Pocketbook;" Sanford—"Elements of Physics;" Ayers—"Laboratory Exercises in Elementary Physics;" Mach—"The Science of Mechanics;" Thompson—"Recent Progress in Dynamo Electric Machines;" Sheldon—"Dynamo Electric Machinery;" Ouidin—"Standard Polyphase Apparatus and Systems;" Foster—"Electrical Engineer's Pocketbook;" Atkinson—"Dynamic Electricity and Magnetism;" Bottone—"Radiography," "Wireless Telegraphy and the Hertzian Waves;" Millikan—"Mechanics, Molecular Physics and Heat;" Appleton—"School Physics;" Rowland and Ames—"Elements of Physics."

CHEMISTRY

Junior Year, Second Semester; Twenty Weeks

The course in physics is intended to precede immediately that in chemistry. The student thus begins the latter study with a knowledge of the molecular theory and the physical constitution of matter, and has already acquired considerable facility in the handling of apparatus. The course consists of laboratory work, supplemented by lectures and recitations. The method of note-taking is similar to that used in the course in physics. The laboratory is provided with work tables of approved design, and the equipment, both apparatus and chemicals, is excellent. Considerable simple quantitative work is done, the laboratory being provided for this purpose with a sufficient number of burettes, measuring tubes and balances. Among the latter are two Becker balances and one Staudinger No. 3.

Newell's "Descriptive Chemistry" is used as a text, and the student is referred to the library for additional reading, the following works being at his disposal:

Smith—"Richter's Inorganic Chemistry;" Ramsay—"Chemical Theory;" Dobbin and Walker—"Chemical Theory for Beginners;" Newell—"Experimental Chemistry;" Roscoe and Schorlemmer—"Treatise on Chemistry," Volumes I and II; Remsen—"Theoretical Chemistry," "Organic Chemistry;" Jones—"Modern Theory of Solution;" Oswald—"Foundations of Analytical Chemistry," "Outlines of General Chemistry;" Dana—"Minerals and How to Study Them;" Erni—"Mineralogy;" Meldola—"Chemistry of Photography;" Wanklyn—"Water Analysis;" Sutton—"Volumetric Analysis;" Thorpe—"Inorganic Chemical Preparations;" Smith and Hall—"The Teaching of Chemistry and Physics;" Hessler and Smith—"Essentials of Chemistry;" Ostwald—"The Principles of Inorganic Chemistry," "A Manual of Physical and Chemical Measurements."

DEPARTMENT OF HISTORY AND CIVICS

The course in History and Civics is arranged with the view of broadening gradually the student's mental horizon so that he may view men and events from a higher plane. He is helped to see the progress of the human race and the development of civilization. The evolution of institutions is emphasized, bringing out in particular the growth of the democratic idea in government. By the time the student reaches the third and fourth years of his course he is in a condition to study and judge intelligently and appreciatively the institutions and history of our own country. In a word, it is hoped that when the student shall have finished the history course his life may be fuller and richer for having come in contact with the historical characters who have done so much to make this world good and beautiful, and that their noble lives may arouse in him a desire to follow in their footsteps.

ANCIENT HISTORY

During the whole of the second year Ancient History is studied. The greater part of the first semester is taken up in training the students how to study. The taking of notes is insisted upon, so that the essentials may be picked out from the non-essentials. Each student has an atlas of outline maps in which he notes down the places he meets with in his lesson, and in this way fastens them in his mind. From time to time outside reading is assigned. There are weekly written tests to determine the standing of each member of the class with a view to help him where he is weak.

Text-books: Wolfson's "Essentials in Ancient History," and Emerton's "Introduction to the Middle Ages."

References: Grote's—"History of Greece;" Momsen's—"History of Rome;" Plutarch's—"Lives," "Epochs of Ancient History;" Myers'—"General History;" Fisher's—"Outlines of Universal History;" Botsford's—"History of Greece;" Rawlinson's—"Seven Great Monarchies;" Pelham's—"Outlines of Roman History;" and the use of the rich collection of books of the Latin Department.

MEDIAEVAL AND MODERN HISTORY

Following Ancient History is a course in Mediaeval and Modern History running through twenty weeks. Note-taking and atlas work is continued. The student's mind is stimulated by suggestive questions which he is expected to work out for himself. Topics of great interest are brought up before the whole class for discussion. Great stress is laid upon the development of European governments and of England in particular.

Text-book:—Robinson's "History of Western Europe.

References:—Emerton's—"Mediaeval Europe;" Adam's—"Civilization During the Middle Ages;" Henderson's—"Historical Documents;" Bryce's—"Holy Roman Empire;" Green's—"History of England;" Carlyle's Works; Motley's Works; Gummere's—"Germanic Origins," "Twelve English Statesmen;" Hallam's—"Middle Ages;" Oman's—"The Dark Ages;" Seignobos'—"Political History of Europe;" and a great many monographs and biographies.

UNITED STATES HISTORY

This course runs through the last semester of the Third year The students are made acquainted with some of the original and the very best secondary authorities. Members of the class are assigned one or more topics for investigation and report. From time to time subjects are discussed by the whole class, and in this manner independent thinking is encouraged. The study of current events, both American and European, is continued.

Text-book:—Channing's—"Student's History of the United States."

References:—The library has a large number of reference books: Schouler's—"United States History," "American Statesman Series" (complete); "American History as Told by Contemporaries"—Hart; "Critical and Narrative History of the United States"—Windsor; "Old So. Leaflets;" "American History Leaflets;" Blaine's—"Twenty Years in Congress;" Hildreth's—"United States History;" Bryce's—"American Commonwealth;" McMaster's—"History of the People of the United States;" Wilson's—"A History of the American People;" Rhodes'—"History of the United States;" Von Holst's—"Constitutional History of the United States;" Thorpe's—"Constitutional History of the United States;" Parkman's Works; H. H. Bancroft's Works, "American Commonwealths;" Doyle's—"English Colonies in America;" Fiske's Works; Lowell's—"Governments and Parties in Continental Europe;" many works on Sociology and Economics, besides biographies and autobiographies of men who have taken a prominent part in politics.

SCIENCE OF GOVERNMENT

At the beginning of the first semester of the Junior year the instructor, in a few lectures, reviews the fundamentals of European governments, especially that of the United Kingdom. In addition to this the students are required to do a considerable amount of outside reading. With this preparation, they enter on the study of American government, theoretical and actual. Besides the text-

book, the students are asked to read the current events in the daily papers and in weeklies, such as the "Outlook," to study the civil institutions of the Territory, observe the local political events, and attend one or more meetings of the Legislature when in session. The aim of the course is to give the prospective teachers a thorough knowledge of our government so that they may discuss and teach it intelligently, and influence for good government those with whom they come in contact.

Text-book:—Hart's—"Actual Government."

DEPARTMENT OF PROFESSIONAL INSTRUCTION

The distinguishing characteristic of a Normal School lies in the fact that, besides an academic course, it offers a course in the method of instruction and practice therein. The subjects that are classed under the head of professional instruction are psychology, pedagogy, the history and philosophy of education, logic, ethics, methods of teaching, school law and school economy, and the practice in the training school.

PSYCHOLOGY

The course in psychology comes the first semester of the Junior year. It precedes pedagogy and follows physiology, where special attention has been given to the study of the nervous system. The aim of this course is to show that mental activity is dependent upon sense preception, and, to lead the student to observe the workings of his own mind so that he may come to an intelligent realization of the fundamental laws underlying mental activity. It is intended to give the student such a knowledge of the states, powers, and activity of the mind, their inter-relations and the laws governing their growth as will enable him to pursue a rational course of procedure in his professional work.

Text-Books:—Psychology, Angell, Henry Holt & Co.

References:—Psychology, James' Advanced Course; The Development of the Intellect, Preyer; Mental Development, Baldwin; Principles of Psychology, Spencer; Elements of Intellectual Science, Porter; Psychology, John Dewey.

PEDAGOGY

The course in pedagogy comes the second semester of the Junior year. This course deals, in the first place, with the subjects to be taught and, in the second place, it shows how knowledge is acquired. This refers back to psychology and leads to methods of instruction. The practical illustrations are found in the observation of the training school and in the student's own experience. Introspection is the watchword not only in the study of psychology but in the study of methods of instruction as well.

Text-Books:—Method in Education, Roark, American Book Co., and Methods of the Recitation, McMurry, The MacMillan Co., New York.

References:—Compayre's Lectures on Pedagogy, Payne; Locke on Education, Quick; Education, Spencer; Education of Man, Froebel; Elements of Pedagogy, White; Practical Hints for Teachers, Howland; Pedagogics of the Kindergarten, Froebel.

LOGIC

The study of logic is based on psychology. The point of departure is found in the chapter on thought. This course deals mainly with the concept, the judgment, the syllogism, analysis and synthesis, and induction and deduction. From the historical side Socrates, Aristotle and Bacon receive special attenetion. Logic comes during the first quarter of the Senior year.

Text-Book:—Lessons in Logic, Jevons, MacMillan Co.

References:—The Theory of Thought, Davis; Logic, Hegel; Logic, Deductive and Inductive, Bain.

PHILOSOPHY OF EDUCATION

This course follows as a text Herbert Spencer's Education. Spencer's views find favor in many quarters and one cannot be said to be intelligent on modern theories of education who is not familiar with Spencer.

HISTORY OF EDUCATION

In a general sense, the history of education is the story of the growth and social development of the human race, but this course is restricted to a brief sketch of the ancient systems of education, those of India, Egypt, Persia, Greece, Rome and the Jews; the lives of Socrates, Plato, Aristotle, Cicero, Seneca, Quintillian and Jesus; the schools of mediaeval and modern times, a study of the lives of noted educational reformers, as Comenius, Rousseau, Pestalozzi, Herbart and Froebel, and the principles advocated by them; and a comparison of the school systems of Germany, France, England, and America.

Text-Book:—History of Education, Painter, Appleton.

References:—English Education, Sharpless; Education in the United States, Boone; The Education of the Greek People, Davidson; European Schools, Klemm; Educational Reformers, Quick.

ETHICS

In its history the subject of ethics is closely related to the history of education. The purposes that underlie the system of education of a country will give us a clew to the principles upon which its people base their life and conduct. For this reason the first part of the work is an historical study in connection with the history of pedagogy. Toward the close the work becomes more prac-

tical. Some modern text is selected for the work. The present year the class used Kidd's Social Evolution, published by the Mac-Millan Co.

References:—Principles of Ethics, Spencer; Elements of Moral Science, Porter; Principles of Sociology, Spencer; Elements of Morals, Janet; Duty, Seelye; Criminal Sociology, Ferri; European History of Morals, Lecky.

SCHOOL LAW AND SCHOOL ECONOMY

Instruction in this branch is given mostly by lectures. In school economy the discussion will cover the whole field of organization, governing and conducting primary schools. Its aim is to develop a system of control that shall be in harmony with the principles set forth by the modern methods of education; and to make the student skillful in the performance of the various duties of the school-room, by plain, practical, and suggestive lessons.

In school law the object will be to make the student familiar with the course of school legislation in the Territory of Arizona; to compare the system of our own Territory with that of some leading states of the Union, and to make familiar the leading decisions of the courts of justice upon important school problems.

METHODS OF TEACHING

The work in methods of teaching is a continuation of the course in pedagogy and occupies forty weeks, five periods per week, being about equally divided among the following: Principles of teaching mathematics; language, including history, reading, spelling, English, and geography; nature study and expression, including drawing, writing, etc.

The text-books used in this course are McMurry's Special Methods in Literature, History, Geography, Science, Reading and Arithmetic. The study of these texts is preceded by a thorough discussion of the basic principles of teaching.

In the study of special method, after the subject matter and plans of teaching a subject are discussed, typical lessons are presented in the presence of the class to one of the training school classes by a student or the critic teacher. These lessons are observed, criticized and discussed by the class. In addition to these lessons, the pupil-teachers of the subject under discussion are expected to present model lessons in their class-rooms to be observed by the class in methods, criticisms of such lessons being read in method class or handed to the critic teacher to be discussed by her with the teacher who presented the lesson.

The study of methods of teaching includes the preparation by each student of a thesis bearing directly on this work.

Through the courtesy of the faculty of the public school, the student-teachers are allowed to observe the work there, so that the practical application of the method work may be seen under the conditions which must be met by them in the schools of the Territory. They also visit the schools in the rural districts and towns in the vicintiy of the Normal. During the past year Lehi and Mesa were visited. The discussions that these visits led to proved very profitable indeed and the Normal School feels very grateful for the favors so generously extended.

References:—Education as a science, Bain; Philosophy of Education, Tate; Principles and Practice of Teaching, Johannot; Outlines of Pedagogics, Rein; Hebart and Hebartians, DeGarmo; Report of the Committee of Fifteen, Psychology for Teachers, Lloyd Morgan; Talks on Psychology, James; Interest, Ostermann; Infant Education, Curry; Manual of Psychology, Stout; Three Studies in Education, Shaw; The Central Nervous System, Halleck.

TRAINING SCHOOL

The Twenty-third Legislature made an appropriation for the erection of a Training School. In this new building the work is now carried on. It was planned with reference to convenience, completeness and hygiene and is in every way a model. It contains ten class rooms, two manual training rooms, a senior class room, assembly rooms and offices. Fully equipped, it gives every advantage to the pupils of the school.

All the work of the course in pedagogy is done in the Training School, and Seniors are expected to be present there when not reciting. Each Senior is required to give to this work one hour per day for thirty-six weeks. In addition to the regular teaching, each Senior is expected to hold himself in readiness to give the time of one period every day when such time is required by the critic teachers.

At the beginning of each quarter, with the assignment of classes the pupil receives a general outline of the work he is expected to do in his class. With this outline as a guide, he prepares his daily lesson plans. These are handed to the critic teacher two days in advance of the time when the lesson is to be presented and are corrected by her and discussed with the student. In this way the work given to the pupils in the Training School is freed from error, and the possibility of incorrect subject matter or poor presentation is reduced to a minimum.

It is desirable that the pupil-teacher go, not only to the respective critic teacher and the director of the Training School for sug-

gestions relative to the subject he is teaching, but also to such member of the Normal School faculty as has charge of the branch of study to which the subject in question belongs. At the same time, members of the Normal School faculty are expected to visit pupil-teachers while teaching. It is the duty of the pupil-teacher to call upon such visitors for criticism the same as when visited by the critic teacher. It is at this point where the connection between the Normal and the Training School is best sustained.

While the Territorial course of study is followed in the Training School, yet the conditions governing the schools are such as to admit of much more work than that course requires, and the pupil-teacher should find here a school that closely approximates to the ideal, and the training given here should fit the student to give to his pupils only the best when he becomes a member of the Territorial teaching force.

The Junior class is required to spend one hour each week of the fourth quarter in the Training School observing the work done by the pupil-teachers. Criticisms upon the lessons observed will be handed to the critic teacher and the lessons will then be discussed by her in the presence of the pupil-teacher who gave the lesson, and the Junior.

Both Seniors and Juniors will be expected to observe some of the model lessons given in the Training School.

The grounds, which are but an extension of the Normal campus, are large and attractively laid out, and furnish ample room for recreative sports.

As the course now stands, a child can enter the Training School in the first grade and take the entire eight years' work there, passing from the eighth grade directly into the Normal.

The number of pupils is limited and the tuition is free. Application for admission to the Training School must be made in the month of September, and each application will be acted upon in the order in which it is received. The same method will be observed in filling any vacancies that may occur during the year. The places of all pupils that are not present at the opening of the Training School year will be filled by those next upon the list.

The year just closed has been very successful. There was no dropping off of the attendance, as is so frequently the case toward the close of the year. Pupils who came here for the winter were promoted when they re-entered the home school. The school spirit was never better. One of the most gratifying features has been the hearty co-operation of the parents.

COURSE OF STUDY FOR TRAINING SCHOOL

SUBJECT	First Grade		Second Grade		Third Grade		Fourth Grade		Fifth Grade		Sixth Grade		Seventh Grade		Eighth Grade	
	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation
Arithmetic	Incide'l		5	45	5	45	5	45	5	45	5	45	5	45	5	45
Reading	15	20	10	20	5	45	5	30	5	30	5	30	3	45	*3	45
Writing	10	15	10	15	5	20	Incidental						Incidental			
Spelling	Incide'l		5	15	5	45	5	15	5	15	5	15	2	45	2	45
Language	5	45	5	45	5	45	5	45	5	45	5	5	....	....	....	....
History	....	....	....	....	....	....	....	....	....	....	5	45	5	45	5	45
Drawing	5	15	5	15	3	20	3	45	3	45	3	45	3	45	3	45
Manual Training	2	25	2	25	2	25	To Be Arranged									
Music	5	15	5	15	5	15	2	45	2	45	2	45	2	45	2	45
Geography	....	....	....	....	5	45	5	45	5	45	5	45	5	45	5	45
General Exercises	5	45	5	45	5	45	5	45	5	45	5	45	....	....	....	....
Grammar	....	....	....	....	....	....	....	....	....	....	....	....	5	45	5	45
Civics	....	....	....	....	....	....	....	....	....	....	....	....	....	....	†3	45
Physiology	....	....	....	....	....	....	....	....	....	....	....	....	‡3	45	‡3	45

* For first thirty weeks.

† For last ten weeks.

‡ For last twenty weeks.

NOTE.—From the Fourth to the Eighth grades, one period of forty-five minutes each day is given to study under the direction of the teacher. The time is devoted to whatever work the pupils need most.

DEPARTMENT OF LATIN

In this department a complete and thorough four years' Academic course in Latin is here offered as an elective, beginning the second year of the Normal course. The Latin course is arranged with a two-fold object: to fully fit students for college entrance and to equip the professional Normal graduate with a broad and sympathetic literary culture, as well as to train him in the pedagogical value and uses of language study. To this end the entrance requirements of the State University of Arizona and of the Universities of California have been kept well in view so that these institutions will have no scruple in accrediting the work done here on the assurance that the work as outlined herein is all done and done satisfactorily. A high standard and thorough accuracy is insisted on and maintained.

In addition to the Introductory Book, the authors read are Caesar, Cicero, Sallust and Vergil. These are accompanied by parallel reading as shown in the synopsis below. Sight reading is supplied by selections from Nepos, Ovid, Aulus, Gellius and Viri Romae. Prose composition occupies a prominent place, no less than two hours per week throughout the whole four years—constituting two-fifths of the entire course—being devoted thereto. The four years' course in Latin, as a whole, consisting as it does of five hours per week for forty weeks per school year, comprises as much time and admits of as much and as thorough work as is generally embraced in most five-year courses of thirty-six weeks each in the best High Schools of the United States.

The Department is well equipped with all classical requisites, such as a full set of Kiepert's wall maps and a bountiful supply of large prints and photogravures and other illustrative material, while the Library contains a carefully selected bibliography of the most authoritative works of reference. Besides the regular classroom work, open lectures on Roman life, topography, art, archaeology, and classical antiquities in general are given from time to time with stereopticon views, of which we have several hundred slides, and the number is constantly being supplemented.

SECOND YEAR:—First Latin book:—Caesar, Gallic War, Book II.

Here three points in particular are dwelt upon: a thorough drill in the ordinary forms of the language, facility in reading Latin with proper observation of quantity, and familiarity with the common rules of syntax. Ready ability to translate easy Latin prose into English and vice versa is also attained. Five hours a week are given to this course; during the First Semester the Introductory Book is thoroughly covered, while in the Second Semester two

hours are given to a systematic review of the work of the previous half-year, and three hours to the reading of Caesar's Gallic War. Students are assigned modern works of fiction based on Ancient History, such as those by Kingsley, Wiseman, Lockhart, Bulwer, Eckstein, Macaulay, Pater, Sienkiewicz, Wallace, Ware, &c., &c.

THIRD YEAR:—Caesar, Gallic War, Books III, IV and V; Vergil, Aeneid, Book I; D'Ooge's Latin Composition, Part I; Allen and Greenough's Grammar.

A complete knowledge of the geography, subject matter and its historical bearing is required in the study of Caesar, together with accurate pronunciation and fluency in reading. Two hours a week are given to Caesar and one hour to Vergil. The remaining two hours are devoted to Latin Composition. In all three subjects the forms of the language occupy a conspicuous place. Sight translation is also given at frequent intervals from the authors mentioned. Supplementary reading is assigned from:

Caius Julius Caesar, Dodge; Julius Caesar, Fowler; Caesar, a Sketch, Froude; Julius Caesar, Liddell; Seven Roman Statesmen, Oman; Caesar's Army, Judson; Epoch Series of Ancient History; Plutarch's Lives; Society in Rome Under the Caesars, Inge; Student's Companion to Latin Authors, Middleton and Mills; Latin Literature, Mackail.

JUNIOR YEAR:—Cicero, Catalinarian Orations; Sallust, Cataline; Vergil, Aeneid, Books II and III; D'Ooge's Latin Composition, Part 11; Allen and Greenough's Latin Grammar.

Two recitations a week throughout the year are devoted to the reading of Cicero's four orations against Cataline, followed up by Sallust's Cataline. One recitation is occupied weekly with Vergil, and again two recitations are given up to Latin prose composition based on the Cicero read. Systematic syntax, prosody, and historical, rhetorical and mythological treatment accompany the authors read. Translation at sight is not neglected. Parallel reading is given from:

Life of Cicero, Forsyth; Life of Cicero, Trollope; Life of Cicero, Davidson; Ciceron et ses Amis, Boissier; Cicero, De-Quincey; M. T. Cicero, Newman; Student's Cicero, Faussett; Cicero, Collins; Legal Procedure, Greenidge; Roman Poets of the Augustan Age, Sellar; Vergil in the Middle Ages, Comparetti; Vergil, Collins; Stories from Vergil, Church; Ancient Lives of Vergil, Nettleship; Essay on the Poetry of Vergil, Nettleship; Latin Poetry, Tyrrell; Classical Essays, Myers; The History of Roman Literature, Cruttwell; Rythmic and Metric, Schmidt-White; History of Latin Literature, Gudeman; and the Roman Histories of Gibbon, Mommsen and Merivale.

SENIOR YEAR:—Cicero, Pro Archias, Pro Lege Manilia (De Imperio Pompeii); Vergil Aeneid, Books IV, V and VI; Caesar, Gallic War, Book I, Advanced Composition; D'Ooge's Latin Composition, Part III; Allen and Greenough's Latin Grammar.

In this year a resume of the work done in the previous years occurs, and to this end one hour a week the first semester and two the second is devoted to the reading of three more speeches of Cicero and another book of Caesar; while Vergil occupies two hours the first and one the second semester. Advanced prose composition takes up as in the past years two hours a week the year round. The finer points in syntax and grammar are rounded off and the contents of the texts read subjected to a more critical mastery. The regular work is supplemented by select parallel reading on the following topics:

Language, Grammar, Syntax, Etymology, Semantics, History, Biography, Geography, Topography, Mythology, Antiquities, Art Archaeology, and Current Articles in Reviews and Magazines, etc.

Besides a good supply of all the leading text-books of the authors read, the library contains, among others, the following authorities on their several divisions:

Art and Archaeology:—Lanciani, Mau, Dyer, Baumeister, Burn, Bohn, Goodyear, Kelsey, Tarbell, Westropp, Reber, and Winckelmann.

Mythology:—Harrington and Tolman, Fiske, Edwards, Robbins, Keightley, Steuding, Guerber, Gayley, Murray, and Bulfinch.

Geography and Topography:—Schmidt-Gunther, Harding, Platner, Kiepert, Tozer, Huelsen, Lord, Butler, Allen, Burn, Baedeker, Putzger, and Schreiber.

Language and Literature:—Wilkins, Gildersleeve, Harkness, Lodge, Lane, Allen and Greenough, Hale-Buck, Bennett, Doederlein, Gudeman, Quackenbos, Bender, Crowell, Breal, Postgate, Richardson, Taylor, White, Halsey, Morriss, Greenough, Kittredge, Gow, MacKail, Cruttwell, Trench, Hinsdale, and Whitney.

Dictionaries:—Harper, Smith, Lewis, Andrews, Harbottle, Riley, Rich, Seyffert, Ramsey, Lanciani, and Baumeister.

History and Biography:—Abbott, Creighton, Tighe, Willoughby, Munro, Greenidge, Kingsley, Granrud, Clay, Smith, Fowler, Pelham, Pennell, Myers, Goodrich, Botsford, DeCoulanges, Gibbon, Merivale, Mommsen, etc., etc.

Private and Public Life:—Preston, Church, Bell, Dodge, Rydberg, Clark, Guhl and Koner, Herberman, Johnston, Becker, Shumway, Friedlander, Waters.

Travel and Description:—Hilliard, Howells, Norton, Boissier.

Magazines:—American Journal of Archaeology, American Journal of Philology, The Classical Review, Classical Philology, and the Classical Journal.

SPANISH

Spanish has been introduced into the course as an elective study which may be substituted for the subjects indicated in the Courses of Study. It has been placed in the course with a two-fold object: first, to permit prospective college and university students to present full entrance requirements in foreign languages, two years of Spanish being accepted as one unit and four years of Latin as four units: secondly, to equip our graduates for better work as teachers in our Territorial schools.

The Spanish course is open to students of the Third Year and Junior Year, but members of the Senior class may take it and so secure the elements of the language possible in a one year's study, but cannot secure University credit for a single year of Spanish.

This year only the elementary or Third Year course will be offered in Spanish. Grammar, syntax, and pronunciation will be emphasized accompanied by actual practice in composition, oral reading, and translation into idiomatic English. Facility in easy conversation in Castilian Spanish will occupy a prominent place in the work. In fact, the classroom recitation will be largely conducted in Spanish. Text-books will be announced later.

ART DEPARTMENT

This department embraces several interrelated lines of work: representation, designing, illustration, construction, clay-modelling, history of art, etc.

The aim of our work is, first, to train the perceptive faculties and to strengthen the judgment and imagination; second, to develop in the student the skill necessary to delineate objects and original designs in the several media; third, to give the young teacher the means by which he may be able to illustrate on the blackboard with some degree of facility as an aid in the more effective presentation of other subjects; fourth, to lead the student to a fuller appreciation of the beauties and harmonies of nature and art that he may be better able to awaken and develop in his pupils the aesthetic faculty; fifth, to serve as a foundation for an intelligent pursuit of the trades and professions in which drawing serves an essential element.

Two recitations a week are given during each of the first three years. In the Junior year one recitation per week for the second semester is devoted to the discussion and presentation of methods in drawing.

The work of the first year will embrace these topics: The study and application of the fundamental principles as used in the drawing of simple type-forms and objects based upon these; elements of design, making simple designs from conventionalized plant and animal motives; practice with brush and ink, pencil, charcoal, crayons and color; blackboard drawing from objects and memory; easy problems in construction, and clay modelling.

During the second year work is continued along the same lines, together with fuller study of still life, casts, pose, perspective, designing, illustrative work, mechanical problems, color harmony, black-board work, and clay modelling.

Third-year work includes pen and ink drawing; light, shade and values; historic ornament; black-board illustration; colored crayons; clay modelling; orthographic and isometric projection; perspective problems; sketching; wash drawing; designing in the several media; balance, rhythm, and harmony in designs; study of color harmonies, and composition.

In the Junior year the topics for discussion and methods will be along lines of work suitable for the primary and grammar grades and will include: use of black-board, brush and ink, charcoal, pencil, colored crayons, pen and ink, water colors; story telling through drawing; constructive work; study of children's drawings; mounting of pictures; school-room decorations; how to conduct recitations; preservation of pupils' drawings; programs; picture study, etc.

All through the course students are encouraged to bring to class for criticisms and suggestions, sketches and drawings done outside of class rooms. This department is liberally supplied with casts, still-life models and charts. A kiln is supplied for the firing of models, and pottery. The library contains many works, by standard authors, on art subjects. To these, additions are made each year.

References:—International Studio; School Arts Book; Craftsman; Brush and Pencil; Manual Training Magazine; Perry Maga- Ornament, Day; Handbook of Ornament, Myers; Anatomy of Pat- Ornament, Day, Handbook of Ornament, Myers; Anatomy of Pattern, Day; Line and Form, Crane; Composition, Dow; Theory and Practice of Design, Jackson; Elements of Drawing, Ruskin; Principles of Design, Batchelder; Plant Form in Design, Midgley and Lilley; Year Books of Supervisors of Manual Arts; Story of Architecture, Mathews; Legendary Art, Mrs. Clement; Adeline's Art Dictionary; Taine's Lectures on Art; The Gate Beautiful, Stimson; History of Art, DeForrest; History of Ancient Art, Reber; History of Art, Goodyear; Greek Art, Tarbell; History of American Art, Hartman; How to Judge Architecture, Sturgis; Turrets, Towers and Temples, Singleton; Architectural Styles, Rosengarten; The Column and the Arch, Longfellow; Modern Illustration, Pennell; Modern Perspective, Ware; World's Painters, Hoyt; Ornament and Its Application, Day; Clement's Handbooks for Beginners; How to Enjoy Pictures, Emery; Great Pictures Described by Great Writers; Works on Spanish, German, Flemish, Dutch, Italian, English, and American Painters; New Methods in Education, Tadd; History of Mediaeval Art, Reber; Prang Manuals; History of Art, Lubke; Letters and Lettering, Brown; Pictorial Composition, Poore; Plant Form, Clark; Practical Designing, White; Applied Perspective, Longfellow; Figure Composition, Hatton; Arts and Crafts, Sanford, etc.

BOOKKEEPING AND COMMERCIAL LAW

These subjects are studied during the first semester of the Senior year, when the students' minds have a clearer grasp of the significance of business methods.

In order to accommodate special cases and those who may have failed in one semester, the work is continuous throughout the school year.

Sixty recitations cover the work in bookkeeping. Each student is required to keep a set of books, which, so far as his individual ability goes, must be a model of neatness and accuracy. At the same time, the student must prove that he has a clear comprehen-

sion of the theory of accounts, both by the double and the single entry method. Practice is given in the uses of Auxiliary books and business forms, through the voucher system.

Commercial Law is covered in forty lessons. The aim in this subject is to familiarize the student with the ordinary transactions of business life and with the laws governing the same. A necessary feature of this work consists in the writing and study of commercial forms. The method pursued is the combined text-book and lecture, the former being used for definition and frame work, while the latter is given to the illustration and application of the principles set forth to actual business experience.

Students are asked to cite cases that come under their observation, for discussion in class, and in reviewing, as well as to stimulate interest in the subject, actions are made out by the students and trials conducted.

Special emphasis is laid upon the topics: commercial paper, bailments, real property, deeds and mortgages.

Text-books:—Bookkeeping, Williams & Rogers' Modern Illustrative; Commercial Law, Gano.

References:—Commercial Law, Williams & Rogers; Compendium of Commercial Law, Townsend; Principles of Commercial Law, Musselman; Commercial Digest, McMaster; Business Law, White; Statutes of Arizona.

DEPARTMENT OF MUSIC

The study of music is now, as it should be, fully recognized as one of the essentials of any good course of instruction in Grammar, High, and Normal schools. Not only there, but the Universities, led by Harvard, are making it an elective study with its due proportion of credits. A working knowledge of the subject is essential to every person making preparation to teach in the Public Schools, as it is becoming more and more an important factor in every-day school work.

It is a broad subject, impossible to be covered entirely in a course such as ours; for which reason, the Voice only is the medium of expression studied, being regarded as of the greatest general utility in Public School work.

Vocal music, considered not only from an aesthetic and hygienic point of view, but upon the basis of mental discipline, is of no less value than the study of mathematics or science. It requires not only concentration of thought but the greatest nicety of discrimination in placing tones perfectly and delivering them with a due regard for rhythmical as well as tuneful effect. Every faculty of the mind must be brought simultaneously into play in order to give proper expression to the text, voice the emotions, and fully bring out the idea of the composer.

Instruction in this branch consists of voice development, the theory of music, and elementary harmony, the course covering a period of three years.

Students of advanced standing, entering for the first time, are required to make such grades as the faculty prescribes.

The general aim in this study is to develop the natural musical talent of the pupil, so far as the singing voice is concerned, treating the voice as a musical instrument and perfecting it as such to as high a degree as the time allotted to this study will permit in class work. But much may be accomplished by the ambitious student outside of the class room by the daily practice of the vocal exercises used and application of the principles taught in the school.

Our course provides vocal practice that will insure pure intonation and good enunciation; also the ability to read at sight, from the staff. The latter is simplified by chart work and the use of the modulator applied to the staff.

An important feature of our course in music is the opportunity for chorus practice and study of the best choral music. By this means the student is enabled to apply the knowledge gained in theory in a thorough and practical manner.

Pianos are available for practice of students, who can have stated hours assigned them, for such purpose.

Text-Books used:—Natural Music Series, Elements of Harmony, Stephen A. Emery; Laurel Song Book, W. L. Tomlins. (Last named book is furnished by school.)

Auxiliary Books:—The Library now contains much of the choicest literature on the subject of music, including Grove's Dictionary of Music and Musicians, so far as it has been issued from the press (to be completed this year).

PHYSICAL CULTURE

While the primary object of a school of this kind is the training of the mind, we recognize the fact that it is impossible to obtain satisfactory mental work if the physical condition of the student is neglected. The maxim, "A sound mind in a sound body," should carry the same force today that it did with the ancient Greeks. Students away from home are prone to neglect the matter of muscular exercises. For this reason, if for no other, some form of physical drill is a necessary adjunct to the course. The ordinary track athletics and field games furnish an excellent means of muscular development, and these are encouraged among the students in so far as they do not conflict with their work. However, the fact remains that such exercises can be of benefit to comparatively few of the students. In order, therefore, that every member of the student body may have opportunity for physical drill of the proper amount and kind, there is provided a course in physical culture work for the young women and military drill for the young men.

All girls who carry any work whatever in the school are required to take systematic physical training during the whole course, unless a certificate is presented from a physician, recognized by the school, stating that such exercise would be injurious.

The purposes of this work are:

1.—The attaining and maintenance of health, the development of a symmetrical body and the acquisition of a graceful and erect carriage.

2.—The bringing of every graduate to a mastery of physical training sufficient to secure valuable results for his pupils.

The system used is a modification of the Swedish system. Instruction is given in club, wand and dumb-bell drills. While some of the exercises will be taught in uniform series as drills, emphasis will be laid upon the distinct value of each exercise from a hygienic standpoint.

The character of the work is disciplinary as well as recreative, each exercise being done at word of command. Thus quick muscular response to mental stimuli is cultivated and the student learns to control his body in difficult situations.

Nearly all the movements are performed to the accompaniment of music, the inspiration of which insures interest and spontaneity.

Two periods a week are devoted to this work.

MILITARY DRILL

By the placing of military drill in the school course, several important objects are gained. In the first place, it is a valuable means of physical culture and training of the muscular sense. The exercise attendant upon a lively drill in the open air is of a nature well calculated to overcome the effects of close application to study, to promote a healthy circulation and to prepare the mind for more vigorous effort. Again, daily attention, even for short periods, to correct position in standing and walking, gives a springy step, an erect carriage and a soldierly bearing, that can scarcely be attained by any other means. Moreover, the strict discipline which is inseparable from properly conducted military work is eminently conducive to the acquiring of orderly and systematic habits, personal neatness, prompt response to direction, and self-control. At the same time, the gradation of authority and division of responsibility from private to captain, furnish a valuable object lesson in government, while the actual military knowledge gained makes the student a more valuable citizen, preparing him, as it does, the better to take upon himself the work of his country's defense in time of need. The objection which has sometimes been opposed to military drill because of its one-sided character is entirely met and overcome by the use of the setting-up exercises, the bayonet drill and the calisthenic exercises with and without the piece, while the attractive nature of the work gives to it that spontaneous character without which exercise is valueless.

The course, which is required of all male students who are free from physical disability, includes, the "setting-up exercises" as prescribed for the United States Army, the school of the soldier, the school of the company, the bayonet exercise, calisthenic and barbell exercises, extended order work and battle formation for the company acting alone, the ceremonies of parade and guard mounting and the duties of sentinels. The principles of battalion movements are explained and outlined in order to illustrate the relation of the company to larger bodies of troops.

By an act of the Twenty-first Legislative Assembly of the Territory of Arizona the military organization of the Normal School of Arizona is made a part of the National Guard of this Territory, to be known as the Normal School Cadet Company. The military instructor holds the rank of Captain, and commissions are issued to the student officers of the company. Upon graduating from the institution, or being honorably dismissed therefrom, such officers may resign their commissions or hold the same as retired officers of the Cadets, liable to be called into service by the Commander-in-Chief in case of war, invasion, insurrection or rebellion.

Under this law the requisite ammunition and accessories for a course in target practice will be furnished to the institution each year.

The drill is conducted in strict accordance with the regulations of the United States Army, and the company is annually inspected by the Inspector General of Arizona.

It was also inspected this year by Major C. J. Stevens of the 5th United States Cavalry.

Opportunity is given for target practice, a good range having been fitted up within a mile of the campus.

Three or four days are spent each year in camp, giving practical experience in camp routine, issue of rations, guard duty, signal practice and extended order work.

The uniform, which is required to be worn at all drills, is of cadet grey, neat in style, serviceable and comfortable. Directions for ordering the uniform will be furnished to prospective students upon application to the president.

Drills will occur four times per week during the year. None are excused from the regular drills except upon the presentation of a written certificate of disability signed by a physician.

ATHLETICS

The necessity of physical exercise has been fully explained under the headings "Physical Culture" and "Military Drill." Few schools in the West do more for the bodily development of the students than this one. The athletic training is under the personal charge of a competent director, who is a member of the faculty. Nowhere else in the Southwest can the clean-minded athlete find so good advantages for his highest development physically. Particular stress is laid upon gentlemanly conduct on the part of all those who participate, and as a result, the Tempe teams are commended everywhere for their true sportsmanship, and gentlemanly conduct.

Near the Girls' Dormitory are two ideal basket-ball courts for the benefit of the young ladies who enjoy that game. Several teams are annually organized and games are played with the teams of neighboring schools.

There is a large and flourishing Tennis Association, with nine excellent courts. Each year a tournament is held here between the teams representing the University of Arizona, the Phoenix Indian School, the Phoenix High School, and the Tempe Normal.

Additional interest is added by local contests, and annual tournament with the University of Arizona. Tennis is played the year round, and is one of the most enjoyable and popular pastimes of the Normal.

The baseball team showed its quality by twice winning the territorial championship. The diamond, located on the campus, is one of the best in Arizona; and adjoining it are the well-equipped training quarters, provided with shower baths, suits, gloves, and various other conveniences.

An annual schedule of games is arranged with the leading teams of the territory and many interesting games are played. A convenient and well-equipped grand-stand has been established on the Normal field. In this, as in all other sports, the most careful supervision is exercised, and the very highest grade of coaching given.

DEPARTMENT OF SLOYD AND MANUAL TRAINING

The course in manual training is devoted mainly to wood-working and shop drawing. The work of the past year has been chiefly preliminary, and there has been considerable over-lapping of problems throughout the grades and classes. But this has put the pupils in shape to follow a regularly prescribed course that aims to develop a thorough knowledge of the subject.

As outlined, the course embraces all grades of the training school above the fourth; and includes the first two years of the Normal. In the remaining three years the work is elective.

The chief aims of manual training as taught here are:—

1. To encourage and stimulate self-reliance, invention, neatness, proportion, harmony, and accuracy.

2. To give such knowledge of construction as will enable each student to make, design or repair furniture.

3. To cultivate judgment of value: that is, to enable the student to estimate such aricles of furniture or other construction as he might wish to acquire.

4. To plan and recognize correct effect in furniture, style or finish.

5. To assist Juniors and Seniors to plan and prepare courses of study and their presentation, to the end that they may become competent to teach the subject.

The problems designated to be executed by the various classes embody principles of construction and finish such as are within the ability of the student; and all discussions will center about these problems.

Other problems than those mentioned may be substituted, provided the same principles are embodied. The time devoted to the work is two periods a week.

As in other work in the grades, the training school pupils will be taught by means of a series of problems the fundamentals in preparing wood for use in construction. They will make articles that embody easy joints, finish, etc. Through the problems will come talks on wood and tools.

By grades, the training school pupils will make such articles as the following:

Fifth Grade:—Blotter pad, bread board, tooth-brush rack, pen tray.

Sixth Grade:—Towel roller, hat rack, key rack, spool-holder, foot-stool, hexagonal bread-board.

Seventh Grade:—Foot-stool, candlestick-holder, wall pocket, book-rack, coat-hanger, chip-carved mat.

Eighth Grade:—Tabourette, knife and fork box, plate rack, picture frame, square table, carved trays.

These problems are to be made from drawings, and pupils shall be required to understand and read same at the completion of the eighth grade, with ability to execute drawings for less complex projects.

The course allows considerable latitude as to the specific problems, but will insist upon certain joints being executed, as haunched, tenon and mortise, keyed mortise and tenon, half-lap, half-lap miter, dovetail, framing. The pupils will make such problems as the following:

Tabourette, center table, library table, settee, Roman chair, lamp stand, magazine case, plate rack, picture frame, piano bench.

These problems will be the foundation for discussions; of woods and their growth as related to constructive or building use; the making of paints and varnishes, and other related questions.

Plan and elevation drawing, isometric and cabinet projection, as well as pure mechanical drawing, dealing with geometrical principles, will be required sufficient to cover all bench work.

Juniors and Seniors who elect to take the work, will finish a series of problems to cover a suitable course for teaching. They will be required to write a course of study and to do a certain amount of teaching. The completion of this work will enable them to secure positions of manual training or to embody the work in general school work to a large extent.

The students have access to a number of reference books for assistance, among which the following are especially helpful:

Craftsman; Manual Training Magazine; School Arts Book; Chicago Course of Study, R. M. Smith; American Carpenter and Builder; American Cabinetmaker; Mechanical Drawing, Anson Cross; The Manual Training School, Woodward; Elementary Woodworking, Foster; Mechanical Drawing, Tracy; Primer of Forestry, Department of Agriculture; Problems in Woodworking, Murray; Woodworking, Hasluck.

CLASS OF 1907

ASSEMBLY ROOM

The Tempe Normal School of Arizona

GENERAL INFORMATION

LOCATION

The Tempe Normal School of Arizona owes its existence to an Act of the Territorial Legislature, approved March 10, 1885. It is located at Tempe, a city of 1200 inhabitants, nine miles from Phoenix, the capital of the Territory. It has railroad connections with the Southern Pacific and the Santa Fe systems by the Maricopa & Phoenix and Salt River Valley R. R., and the Phoenix and Eastern.

The climate during the whole school year is delightful. The school is located in the midst of an intelligent and moral community, engaged in farming and fruit raising. The buildings are of the latest design, provided with all the modern conveniences, well adapted to school purposes and pleasantly situated. Six church societies hold services in this city.

DESIGN

The legislative enactment which established this Normal School (Chap. III, Par. 2515, Sec. 1, Code of Arizona) provides that instruction shall be given in the "art of teaching," and also "in all the various branches that pertain to a good common school education;" also "in the fundamental laws of the United States and in what regards the rights and duties of citizens." An examination of the present course of study will show that the legislative intent has been carefully observed.

THE CAMPUS

The Normal grounds, which cover an area of twenty acres, have been beautifully laid out by an experienced landscape gardener. A fine system of graveled drives and walks, bordered with grassy lawns and lined with shade trees, shrubbery and flowering plants, gives the grounds the appearance of a well-kept park. The plants have been selected with a double purpose in view, that of beautifying the premises and at the same time furnishing illustrative material for the work in botany. Many species of palms,

cypresses and other plants foreign to this region have been planted, and a tract has been reserved for the typical plants of the desert, including the cacti, of which a large number has been obtained. The campus includes a parade ground for military drill, a basket-ball ground and tennis courts, and an athletic field, including foot-ball ground and running track.

BUILDINGS

NORMAL BUILDING

The Main Building was erected in 1894. It is a commodious structure, 136 feet long, 80 feet wide, and three stories high; the lower story is of brown sandstone, the other two of red pressed brick with sandstone trimmings. The edifice is beautiful in architectural design, convenient in arrangement, and substantial in construction.

SCIENCE HALL

The new Science Hall, the foundations for which will be laid the coming August, will be a two-story structure, 94 by 70 feet. Upon the first floor will be located a lecture room for physics and chemistry, and laboratories in physics, chemistry and physiography, while the second floor will afford space for the laboratories in biology and physiology, a museum and quarters for the department of drawing.

It is intended to make this building a model of its kind in every respect. The laboratories will be equipped in a thoroughly modern style with gas and water supply, electric current for experimental work and positive ventilation by means of fans. The latest designs of laboratory furniture will be installed and the stock of apparatus will be increased.

The offices will also be removed to this building, thus releasing for class-room use a large portion of the main building.

AUDITORIUM AND GYMNASIUM

The projected auditorium and gymnasium which will be begun at some time next year, will complete the scheme of arrangement of the principal buildings on the campus. This building will face the new Science Hall, and these, with the Main Building, will form a quadrangle which will be suitably laid out in lawns and adorned with flowering plants and shrubbery.

TRAINING SCHOOL

The new training school, for which provision was made by the Twenty-third Legislature, and which was completed last year, is located on the campus near the main building and is a thoroughly modern brick structure, covering a space of 130x136 feet. To avoid the use of stairs, all the rooms are upon one floor, comprising two offices, ten class-rooms, large double assembly room, and two manual training rooms. The latest and most approved ideas of school hygiene and arrangement are incorporated in its construction, and the furniture and equipment are entirely new and thoroughly up-to-date, making it one of the most convenient and best-equipped school buildings in the Southwest.

DORMITORIES

Students living at a distance from Tempe will find it greatly to their advantage to secure room and board in one of the dormitories connected with the school. There are two dormitories situated on the campus, one for young women and one for young men.

The girls' dormitory is situated near the southwest corner of the campus, facing the street on the west, and conveniently near the school buildings. It is constructed of brick, two stories in height, and furnishes rooms for 86 young ladies. Each room is intended for the accommodation of two students and is provided with two wardrobe closets, and with city hydrant water, electric light and steam heat. The furnishings of each room include carpet, study table, chairs, dresser, two single beds, with all necessary bed ding, blankets and linen, so that the student is not expected to furnish anything in this line. There are ample, well-lighted hallways, two large parlors and a comfortable sitting room. On both floors are located toilet rooms and baths, with hot and cold water. A piano is at the disposal of the dormitory students. The dormitory is under the supervision of an experienced preceptress, and is in all respects a model home. The location of the building is all that can be desired either from a sanitary or an esthetic standpoint. Facing the west, it commands an unobstructed view over green fields bordered with trees, to the Maricopa and Estrella mountains in the distance. The water supply is from the Tempe city water works, and is pumped from a deep well, thus being free from any possibility of contamination, and a chemical examination has shown it to be of superior quality for all purposes.

Owing to the increasing demand for dormitory accommodation, the Twenty-fourth Legislature has made provision for an addition

to the Girls' Hall, which is now under construction and will be ready for occupancy in September. This will increase the capacity of the dormitory to about 135.

BOYS' DORMITORY

The boys' dormitory is situated on the campus east of the training school, and is a two-story brick building of pleasing design. The furnishings are similar to those of the girls' dormitory, and each room is provided with hydrant water, electric light and steam heat. This dormitory is under the direct supervision of a member of the faculty, who resides in the building.

DINING HALL

The new dining hall which was recently erected at a cost of $6,500 is located midway between the dormitories and is a modern brick building, 60x85 feet. The dining room is light and airy and of a size sufficient to accommodate 200 boarders. The table furnishings are neat and attractive, and the kitchen is as fully equipped as that of a first-class hotel, and is in charge of an experienced cook. The table board is of excellent quality and well served.

PRINCIPAL'S RESIDENCE

A neat residence is being erected upon the campus east of the Main Building, for the use of the Principal. This is to be a two-story brick of eight rooms, with modern improvements, and by its attractive exterior and harmonious design will greatly add to the appearance of the group of buildings.

HEATING SYSTEM

A central heating plant has been installed at a cost of $15,000. This furnishes steam heat to all the buildings situated on the campus, securing proper regulation of temperature and ventilation without the annoyance and dust attendant upon the use of stoves.

EXPENSES

DORMITORIES

Board, room, light, heat, etc., can be procured in the dormitories at $16.50 per month. This includes all articles mentioned under the heading, "Dormitories." $14 per month will be charged for board at the Dining Hall to students who do not room in the dormitories. Board and room can be obtained in private homes if desired.

REGISTRATION FEE

All students of the Normal School, except the pupils of the Training Department, are charged an annual registration fee of $5, payable when they register for the year.

TUITION

A tuition of $5 per quarter is charged to special students. This includes tne registration fee and is payable quarterly in advance. Special students are those who do not sign a declaration to pursue the regular Normal course, and who do not expect to become teachers. Such students are not required to take any of the professional studies of the course, and they may select such subjects from the course as will be most advantageous to them in pursuing special courses of study.

BOOKS

The cost of books and stationery varies from $10 to $15 per year. Examination paper, pens, inks, pencils, etc., are furnished to the students without expense.

RAILROAD RATES

Rates are allowed by all the railroads of the Territory to students on their way to and from the Normal. These rates are arranged on the certificate plan, the student paying full fare coming to Tempe, and receiving a certificate entitling him to a return trip at one-fourth regular fare. In order to secure these rates students must make application to the Principal of the school at least two weeks in advance in order that he may have time to make the necessary arrangements with the railroad companies.

APPOINTMENTS

The right to nominate a pupil biennially is secured to each member of the House and Council of the Legislative Assembly of Arizona, preference to be given for the space of sixty days next after the qualification of said member to pupils of the county from which said member is elected, after which time (no pupil accepting) he may nominate a pupil from any other county of this Territory. No tuition is charged regular students receiving the nomination, but each one pays an annual registration fee of $5.00.

It is greatly desired that the members of the Legislature, respectively, appoint students to the Normal School, as authorized by law, and the County Superintendents and all others interested in supplying the schools of this Territory with well educated and properly trained teachers should recommend to this school persons who desire to become teachers and who give promise of usefulness in that profession.

DEPARTMENTS

The school is organized in two divisions, the Normal Department and the Training School.

The Normal Department offers a five years' course, one-fourth of which is devoted to strictly professional instruction.

The Training School is an adjunct to the Normal proper, and is designed to give the members of the Senior class actual practice in teaching. The course articulates with the first year's work in the Normal, and comprises the eight grades of the public school course.

ADMISSION

1. THE NORMAL

Candidates for admission to the Normal department will be required to pass a satisfactory examination. Certificates from an accredited school will be accepted in lieu of such parts of this examination as the faculty sees fit.

2. ADVANCED STANDING

Candidates for advanced standing in the Normal department must convince the faculty that their preparation for any particular subject has been sufficiently thorough to enable them to pursue it profitably. This preparation may be shown either by an examination, by class records in the Normal, or by the certificate of accredited schools.

3. TIME OF ADMISSION

Students will find it greatly to their advantage to enter the Normal at the beginning of each semester; but they will be admitted at any time, subject to the above restriction.

GRADUATION

1. In order to receive a diploma from this institution a student must have attained the age of 18 years.

2. No student shall be admitted to senior standing who has more than 5 hours' work per week for the year, in addition to the regular senior course or its equivalent.

3. Candidates for graduation must have completed at least one full year's work in this school, and in addition to satisfactory standing in scholarship, must have given satisfactory evidence of a good moral character and the executive ability necessary to the proper management of a school.

4. Students from other institutions applying for senior standing must have completed a four years' high school course and must hold a teacher's certificate. They may also be required to pursue, in this school, one or more subjects below the senior year, at the discretion of the faculty.

5. The diploma entitles the holder to teach a primary or grammar school in any county in the Territory during life without examination. They are also accredited in the State of California.

EXAMINATIONS AND REPORTS

Students shall attend all required examinations of the year. A standing of seventy-five per cent constitutes a passing grade. This grade is based upon class standing and examinations.

On the same basis, seventy per cent constitutes a conditional grade, and the student may be required to review the subject. A grade below seventy per cent is a failure, and the subject must be taken over again by the student.

The examinations shall be in writing, or partly written and partly oral, and shall be conducted by the instructor in charge The examinations are held at irregular intervals, without notice to the students, and occupy only the recitation period.

Reports will be made at the end of each quarter to the parents and students, showing the standing in the subjects studied during the quarter.

GOVERNMENT

The endeavor of the faculty is to enforce strict discipline in all departments of the school, the aim being to secure this by an appeal to the honor of the student; but in case of failure to secure the desired end in this way, the faculty will not hesitate to enforce prompt obedience to all rules and regulations. Those who do not conform cheerfully to all requirements will be permitted to withdraw or be dismissed from the school.

LIBRARY AND READING ROOM

The school offers to students the advantages of a conveniently arranged and well lighted library and reading room on the first floor of the main building. The shelves contain a good working selection of standards in history, science, professional and general literature, educational reports, government reports, encyclopedias and other reference works. The professional and historical departments are especially well equipped, making it possible for work in those lines to be conducted on the seminary plan.

The library subscribes regularly for about eighty of the best magazines along literary, professional, scientific and general lines. As volumes of these magazines are completed, they are bound and placed on the shelves as reference books. One hundred and twenty bound volumes of magazines have been added to the library during the past year. Their use is facilitated by a cumulative index furnished by the library.

The total number of volumes is 5,000, and additions are made annually. A large order has recently been sent to the publishers and the new books will be placed on the shelves ready for use at the opening of the fall term.

The library is classified according to the most approved methods of library science, and is under the direct supervision of a trained librarian whose duty it is to aid the students in their researches and increase their knowledge of how to use the library. A dictionary catalog, arranged alphabetically by author, subject and title, greatly enhances the usefulnesses of the library. The reading room is open on all school days from 8:30 A. M. to 5:00 P. M.

LECTURES

In addition to lectures given by the Faculty, a series of entertainments of high order, mostly lectures, is arranged each year. They have been a source of great profit and pleasure to the student.

Several good lectures will be provided for the ensuing year.

The frequent appearance of prominent people upon the rostrum at the opening exercises, most of whom favor the students with short, eloquent and instructive addresses, is a pleasant feature of the school.

LITERARY SOCIETIES

There are in the Normal three well organized and well conducted literary societies—the Alpha, Olympian and Philomathean. Every student of the institution is a member of one of them.

The regular meetings of the societies are held Wednesday afternoon from 3:30 to 4:30, and programs are prepared for public entertainment from time to time during the year.

The regular meetings are conducted according to parliamentary usages, and are designed to acquaint their members with the customs and practices of deliberative bodies, to give an impetus to literary investigation and to develop a talent for literary work, public speaking, and extemporaneous speaking. The members of the Faculty are honorary members of all societies. The work of the students in these societies is considered a part of the regular work of the school.

In addition to these regular societies, the young men of the institution have organized a society for the special purpose of practice in debate. The society is known as the Athenian Debating Club, and meets in the Normal building each Tuesday evening.

PUBLICATIONS

During the school year the students publish a weekly paper, "Tempe Normal Student." It is illustrated with half-tones and from original drawings by the pupils of the Art Department, and is very attractive. Besides the local news, it contains papers on general interest to the public. Last year some of the leading men of the Territory and outside contributed to its columns, and some of the articles were of such value and interest as to call forth praise. The publication unites the alumni, parents and students. It is a four-page paper, 15x25—about the size of the ordinary newspaper page.

Last year the "Tempe Normal Student" offered a gold and silver medal to the students of the Arizona high schools to be competed for in a declamatory contest held at Tempe in March. The event was a great success, and the contest will be continued this coming year.

In connection with the weekly, the students issue during the week of commencement an illustrated "Daily" which records the events of those busy days; gives extracts of the essays, speeches read, and all other subjects of importance.

THE MUSEUM

A room in the main building has been set apart for the display of material illustrative of the work in natural science. Wall cases have been provided, and the supply of material includes a collection of fossil forms, a general collection of minerals, the nucleus of a collection of the minerals of Arizona, and a beginning of a series of the native woods of the Territory. There is a growing herbarium of native plants for comparison and illustration. Additions to the collections have been received during the past year from the following: Jos. Sheldon, Dr. Brechan, Mrs. Jas. Carroll, Mrs. Geo. N. Gage, Phil Mets, Wm. Woolf, Miss Rena Cole, F. C. Miller, Miss Dessie Howard, J. H. Simms.

LABORATORIES

The physical and chemical laboratory is equipped with suitable tables with water supply and waste pipes, and lockers for individual apparatus. The outfit of chemicals, glassware and apparatus is ample for a large class, each student being provided with the necessary apparatus for the series of experiments. The stock of physical apparatus, besides that necessary for lecture experiments and class demonstration, includes a sufficient number of

duplicate sets to enable an entire division to work simultaneously at the same exercise, by this means effecting a great saving of time in the laboratory practice.

The biological laboratory is furnished with tables to accommodate a large class, and is supplied with dissecting microscopes, glassware, dissecting instruments, etc. The stock of compound microscopes is yearly being increased, and there is an equipment of apparatus for the preparation of histological material.

PRIZES

The Moeur medal, awarded by Dr. B. B. Moeur, of Tempe, for excellence in debate, is contested for by representatives of the Olympian and Philomathean Literary societies, the medal being awarded to the best individual debater.

The Jones Prize, for scholarship, which was established by the late Dr. Chas. H. Jones, of Tempe, is awarded each year upon graduation to that student who has obtained the highest standing in class work during the three years immediately preceding gradution. The prize consists of a complete set of twenty volumes of Masterpieces of Literature, which, with a handsome case, becomes the personal property of the winner.

The Athenian Debating Club offers three gold medals annually as prizes for excellence in essay, declamation, and oration. The medals are competed for by the members of the regular literary societies during commencement week.

The Harvard Club of Arizona offers to the Seniors of the school a medal for the best essay on some topic connected with Arizona. The subject matter of the essay to be original.

The Alpha Literary Society offers three gold medals to its own members for excellence in essay, declamation and oration.

Other prizes will be given during each year to encourage oratorical work in the literary societies and to foster interest in inter-society debates.

THE ALUMNI

This association now numbers 293 members. It holds two regular meetings each year and an annual banquet the day after commencement.

It is confidently believed that all graduates of this school will manifest a lively interest in its welfare. Their influence on the schools of the Territory is already plainly seen, and will doubtless increase. The Faculty desires to be informed of the success of the graduates, and also to render them professional assistance as far as possible.

It is the desire of the Principal to know the permanent address of each one who has been graduated from the Normal school. Any change in residence or occupation, if made known, will be properly recorded. A mistake of any kind will be cheerfully corrected as soon as attention is called to it.

TEACHERS' BUREAU

The Faculty do not wish to be understood as agreeing to furnish employment for their students upon graduation, but feel warranted in saying that they have many opportunities of recommending teachers to good positions, and they are pleased to do so, thereby rendering a service mutually helpful to their students and to school officers.

The Principal of this school, when requested, will take pleasure in furnishing to school officers accurate information in regard to the fitness of students and alumni of this school to teach; also, when desired, will put them in communication with teachers seeking employment. In order to be able intelligently to recommend a teacher to a position, it is necessary that the Principal be in possession of a full, detailed, statement of the requirements of that position and of its surroundings.

CORRESPONDENCE

All correspondence in regard to the management of the school, expense of living, conditions of admission, etc., and all applications for catalogues and announcements, should be addressed to the Principal of the Normal School of Arizona, Tempe, Arizona.

Those who have decided to attend the Normal should write to us stating when they will arrive, so that we may meet them at the train. If you do not know upon what train you will arrive, and there is no one to meet you, come to the Normal building.

VISITORS

Visitors are made welcome at all times. Teachers and educators are especially invited.

We are also pleased to see patrons of the school, and are glad to have visitors at our morning exercises, which commence at 9 o'clock.

The school belongs to the Territory; show your interest in it by paying it an occasional visit.

REGISTER FOR 1906-1907

NORMAL DEPARTMENT

Anderson, Will.....Phoenix
Armitage, Ethel.....Benson
Armstrong, Alice.....Iowa
Ashcroft, George.....Tombstone
Axtell, Elizabeth.....Tombstone
Barkley, Hugh.....Buckeye
Barkley, Ollie.....Buckeye
Barkley, Robena.....Buckeye
Barnett, Kathryn.....Prescott
Beebe, Lillis.....Kelvin
Belknap, Carroll.....Skull Valley
Bellamy, Frankie.....Tempe
Bender, Harrison.....Kansas
Benedict, Arthur.....Tombstone
Benedict, Helen.....Tombstone
Bennett, Dant.....Maricopa
Benson, May.....Willcox
Biery, Joy.....Florence
Blake, Parley.....Tempe
Blakeley, Isabel.....Kingman
Blome, Helen.....Tempe
Blome, Maurice.....Tempe
Blount, Louise.....Tempe
Blount, Ralph.....Tempe
Bodily, Charles.....Idaho
Bond, Eliza.....Mesa
Bond, Goldie.....Mesa
Breedlove, Fannie.....Phoenix
Brown, Bessie.....Tempe
Brown, Stella.....Tempe
Buck, Vera.....Tempe
Bunch, Edith.....Glendale
Carlson, Alice.....Williams
Carrol, Hazel.....Mesa
Carter, Marcia.....Phoenix
Casanega, Anna.....Calabasas
Clifford, Jesse....Nacozari, Mexico
Cole, Lena.....Tempe
Cole, Rena.....Tucson
Collins, Helen.....Florence
Conroy, Olive.....Tempe
Corbell, Louis.....Tempe
Corbell, Mary.....Tempe
Corbell, Pearl.....Tempe
Corson, Frances.....Tempe
Cosner, Margaret.....Tempe
Cowen, Sadie.....Tombstone
Cox, Loreen.....Jerome
Crandall, Florence.....Yuma
Critchley, Josie.....Tombstone
Crook, Pearl.....Tempe
Crouch, Charles.....Mesa
Cuber, Leo.....Mesa
Cummings, Maude.....Tempe
Cummins, Blanche.....Tempe
Cummins, James.....Tempe
Curry, Anna.....Naco
Curtis, Jessie.San Bernardino, Cal.
Czarnowski, Frank.....Congress
Czarnowski, Leora.....Congress
Davis, Mabelle.....Bisbee
Davis, Paul.....Tempe
Devore, Jennie.....Globe
Devore, Robert.....Globe
Dickinson, Meda.....Tempe
Dines, Flossie.....Tempe
Dobbie, Fannie.....Mesa
Duval, Helen.....Phoenix
Dykes, John.....Mesa
Dykes, Leonard.....Mesa
Easterwood, Iva.....Tempe
Edwards, Inez.....Tubac
Eichenberger, Mildred...Cairo, Ill.
Elder, Annette.....Phoenix
Ellingson, Harry.....Tempe
Ellis, Dora Jean.....Tempe

Name	Address
Fellows, William	Tempe
Finch, Lora	Tempe
Fitzgerald, Catherine	Prescott
Fitzgerald, May	Solomonsville
Forsee, Blossom	Tempe
Gildea, Grace	Nogales
Gilleland, Millicent	Tempe
Greenlaw, Vera	Flagstaff
Gregg, Clarence	Tempe
Gregg, John	Tempe
Griffen, Olive	Tempe
Gordon, Ernna	Phoenix
Hadlock, Charles	Mesa
Hadsell, Anna	Buckeye
Hadsell, Mamie	Buckeye
Halbert, Jackson	Christmas
Halleck, June	Signal
Hanna, Frank	Tempe
Hanson, Wiley	Tempe
Harmon, Ben	Tempe
Harmon, May	Tempe
Harris, Nellie	Tempe
Haulot, Emma	Phoenix
Haulot, Mary	Phoenix
Hayes, Maud	Buffalo, N. Y.
Hazlewood, Johnnie	Young
Hendriz, Bertrande	Tempe
Hibbert, Florence	Mesa
Hibbert, Leo	Mesa
Hibbert, Maude	Mesa
Hickey, Iris	Kelvin
Hickey, Rey	Kelvin
Hicks, Grace	Bisbee
Higley, Thomas	Phoenix
Hill, Jessie	Tombstone
Holmes, Fred	Tempe
Hopen, Ella	Pine Dale
Hough, Mary	Tempe
Howard, Dessie	Johnson
Hubbard, Genevieve	Globe
Hudlow, Ulah	Oklahoma
Hurler, Jennie	Mesa
Jaime, Rosa	Safford
James, Heighton	Phoenix
Jobs, Marjorie	Phoenix
Johnston, Edith	Tempe
Jones, Doctor	Mesa
Jones, Dorothy	Congress
Jones, Ethel	Bisbee
Jones, Laura	Tempe
Jones, Lucy	Congress
Jungermann, Albert	Tempe
Jungermann, Otto	Tempe
Kavanaugh, Rose	Troy
Keating, Lulu	Bisbee
Kenney, Lucy	Bisbee
Kidd, Grace	Flagstaff
Kidd, Mary	Flagstaff
Kindred, Evelyn	Bisbee
King, Virgil	Phoenix
Lacy, Alice	Solomonsville
Larson, Gladys	Tombstone
Larson, Nathaly	Bisbee
Leake, Dora	Douglas
Leavell, Marjorie	Tempe
Leavell, Mary	Tempe
Lee, Ivy	Phoenix
Leebrick, Bessie	Tempe
Lewis, Amy	Tempe
Lewis, Sadie	Tempe
Lohman, Ernestine	Tempe
Lorona, Eliza	Florence
Lukin, Ruby	Tempe
Lyall, Emma	Phoenix
McComas, Ray	Tempe
McComas, Ruth	Tempe
McGill, Laura	Tombstone
McKay, May	Congress
McKay, Nettie	Congress
McKee, Blanche	Phoenix
McNeley, Allene	Phoenix
McNichol, Kittie	Humboldt
McNulty, Frances	Tempe
McPherson, Josephine	Tombstone
Mansfield, Lucile	Phoenix
Marlar, Lou	Phoenix
Martin, Nellie	Mesa
Merritt, Alice	Bisbee
Merritt, Harriett	Prescott
Meyer, Mabel	Tempe
Miano, Arizona	Tombstone
Miller, Clyde	Tempe
Miller, Emma	Tempe

NAME	ADDRESS
Miller, Fay	Tempe
Miller, Frank	Tempe
Miller, Halbert	Tempe
Miller, Rosie	Tempe
Millet, Art	Tempe
Millet, Neoma	Tempe
Minor, Bert	Canyon Diablo
Moeur, Hubbard	Tempe
Moss, Earl	Phoenix
Mullen, John	Mesa
Murphy, Imogene	Tempe
Murphy, Mildred	Tempe
Murphy, Nelly	Tuba
Nash, Lucy	Globe
Nichols, Warren	Tempe
Painter, Alberta	Tempe
Painter, Juanita	Tempe
Parry, Elizabeth	Tempe
Parry, Frank	Tempe
Patterson, Myrtle	Williams
Pearce, Zetta	Mesa
Pennington, Clyde	Douglas
Perry, Agnes	Phoenix
Perry, Maude	Phoenix
Pew, Ellis	Mesa
Pew, William	Mesa
Pickrell, Charles	Tempe
Pine, Clarence	Tempe
Pine, Nellie	Tempe
Pomeroy, Francelle	Mesa
Pomeroy, Minnie	Mesa
Pool, Ada	Mammoth
Potts, Gertrude	Kingman
Prewitt, Fletcher	Bowie
Priest, Annie	Tempe
Priest, Lourdes	Tempe
Quinn, Georgia	Kansas
Quinn, Jean	Kansas
Rabinnovitz, Amelia	San Carlos
Rich, Ione	Tempe
Ricketts, Gertrude	Camp Verde
Rieckhoff, Fred	Tempe
Robbins, Inez	Tempe
Robertson, Dorris	Globe
Robertson, Lillian	Globe
Rogers, Drua	Mesa
Rogers, Elva	Mesa
Rogers, Mabel	Mesa
Rogers, Norma	Mesa
Ruse, Eva	Tempe
Rush, Ovillah	Placerita
Russell, Olin	Oklahoma
Ryan, Ora	McCabe
Saylor, Ray	Tempe
Schaal, Della	Douglas
Schmidt, Irma	Tempe
Schmidt, Laura	Tempe
Schoshusen, Edith	Tempe
Shivers, Maud	Solomonsville
Shrigley, Sam	Bisbee
Sirrine, Ethel	Mesa
Sirrine, Maud	Mesa
Smith, Irene	Phoenix
Spear, Lola	Tempe
Standage, Earl	Mesa
Stauffer, Lemmie	Glendale
Stephens, Belle	Phoenix
Stewart, Ben	Tempe
Stewart, LeRoy	Mesa
Stewart, Maude	Tempe
Stewart, Norton	Tempe
Stewart, Owen	Mesa
Stobbs, Edna	Phoenix
Swiggett, Charles	Phoenix
Tamborino, Palmyra	Congress
Tawney, Wilma	Nebraska
Taylor, Arthur	Phoenix
Thomas, Frank	Globe
Thompson, Carrie	Colton, Cal.
Thompson, Nonie	Colton, Cal.
Todd, Hazel	Winslow
Tomlinson, Georgia	Tempe
Tompkins, Ruby	Phoenix
Turner, Mary	Oklahoma
Turner, Ruth	Oklahoma
Trent, Nellie	Mesa
Vanderwalker, Lulu	Tempe
Van Noate, Corinne	Tempe
Vensel, Sydney	Phoenix
Walker, Iva	Tempe
Walsh, Aileen	Gila Bend
Warner, Grace	Tempe

Name	Address
Warner, Zepha	Tempe
Waterhouse, Jessie	Tempe
Webb, Jay	Roosevelt
Webb, Mabel	Roosevelt
Webb, Ruth	Roosevelt
White, Arthur	Mesa
Wiatt, Lottie	Phoenix
Wilcox, Georgia	Tombstone
Woolf, Irene	Tempe
Woolf, Mabel	Tempe
Zeigler, Mae	Prescott

TRAINING DEPARTMENT

EIGHTH GRADE

Acton, Grace . . Dudleyville, Ariz.
Blome, Harold . . . . Tempe, Ariz
Brandenburg, Annie . . . . . Mammoth, Ariz.
Cassanega, Nellie . . Nogales. Ariz.
Cosner. Orville . . . Tempe, Ariz.
Corbell, Homer . . . Tempe. Ariz.
Goodwin, Leona . . . Tempe, Ariz.
Gilleland, Eugene . . Tempe, Ariz.
Hopen, Viola . . . . Pinedell, Ariz.
Haby, Romeo . . . . . Globe, Ariz.
Hanna, Howard . . . Tempe, Ariz.
Johnston, Kenneth . . Tempe, Ariz.
Munson, Ingborg . . . Tempe, Ariz.
Pickrell, Wm. . . . . Tempe, Ariz.
Robbins, Ruth . . . . Tempe, Ariz.
Roberts, Artie . Dudleyville, Ariz.
Saylor, Alson . . . . Tempe, Ariz.
Sund, Aaron . . . . . Tempe, Ariz.
Sheldon, Joseph . . . El Paso, Tex.
Tawney, Barbara . . Pierce, Neb.
Turner, Eva . . . . . Tempe, Ariz.
Thompson, Claud . Kingman, Ariz.
Westover, Chas. . . . Tempe, Ariz.

SEVENTH GRADE

Alexander, Marie . . Tempe, Ariz.
Corbell, Paul . . . . . Tempe, Ariz.
Cole, Maud . . . . . Tempe, Ariz.
Cole, Rita . . . . . Tempe, Ariz.
Fisk, Floyd . . . . . Tempe, Ariz.
Faurr, Ida . Dragoon Summit, Ariz.
Ford, Anna . . . . . Tempe, Ariz.
Goodwin, Julius . . . . Tempe, Ariz.
Griffin, Horace . . . Tempe, Ariz.
Gilleland, Ernest . . . Tempe, Ariz.
Hackett, Letha . . . Tempe, Ariz.
Holsapple, Sarah . . . Tempe, Ariz.
Harmon, Pansy . . . . Tempe, Ariz.
Meskimmons, Lilian . Tempe, Ariz.
Miller, Edna . . . . . Tempe, Ariz.
Miller, Wallace . . . Tempe, Ariz.
Nash, Wm. . . . . Cananea, Senora, Mex.
Parry, Fred . . . . . Tempe, Ariz.
Parry, Chas. . . . . Tempe, Ariz.
Parry, Katherine . . Tempe, Ariz.
Pine, Walter . . . . Tempe, Ariz.
Robbins, Irene . . . . Tempe, Ariz.
Ruiz, Caroline . . . . Tempe, Ariz.
Sturgeon, Beulah . . Tempe, Ariz.
Sturgeon, Chas. . . . . Tempe, Ariz.
Still, Nellie . . . . . Tempe, Ariz.
Spangler, Carl . . . . Tempe, Ariz.
Seals, Geo. . . . . Tempe, Ariz.
Zeigler, Edward . . . Tempe, Ariz.

PRIMARY AND INTERMEDIATE GRADES

Abril, Antonio
Abril, Ventura
Alexander, Enid
Barrowdale, Margo
Bauer, Marie
Bender, Lester
Benedict, Howard
Benetis, Jose
Benetes, Pedro
Blount, Raymond
Brady. Forest
Chapin, Lucy
Clark, William
Cole, Annie
Cole, Charles
Cole, Lewis
Cole, Lois
Cole, Ruth
Cole, William
Corbell, Beulah
Corbell, Ethel
Corbell, Mabel
Corbell, Victor
Crook, Lanier
Crook, Veiva
Curnow, Frances
Daggs, Charlie
Daggs, Mary
Dobbie, Searles
Estes, Everett
Estes, Ida
Estes, Robert
Estes, Ruby
Fisk, Louise
Flumerfelt, Percy
Ford, Dean
Ford, Dove
Ford, Vera
Frizzell, Florence
Garner, Harry
Geach, Frances
Goodwin, Gordon
Grable, Dorothy
Grieves, Alma
Grieves, Robert

Haigler, Eva
Hall, Frank
Hanson, Lucy
Harmon, Tom
Hibbert, Alice
Hibbert, Amy
Hibbert, Charley
Hibbert, May
Hildredth, Eulalie
Holsapple, Clifford
Holsapple, Marion
Holsapple, Raymond
Hu, Lydia
Hudlow, Grace
Hudlow, Oscar
Hunt, Lester
Hunt, Siloma
Imperial, Amalia
Imperial, Mercedes
Ivester, Dewey
Ivester, Flora
Ivester, Florence
Johnston, Dorothy
Johnston, Helen
Johnston, Janet
Laney, Grant
Laney, Mabel
Leebrick, Paul
Leebrick, Samuel
Lohman, Ernest
Longan, Lawrence
Manley, Mildred
Martin, Hattie
Matley, Welcome
Meyer, Harry
Meyer, Margaret
McGaughey, Miller
McGaughey, William
McLennon, Kenneth
Miller, Anna
Miller, Gussie
Miller, Horace
Moss, Bryan
Moss, Florence
Moss, Leo
Moss, Lula Virginia
Mullen, Kenneth
Mullen, Thaddeus
Noriego, Beatrice
Ochoa, Petra
Oviedo, Marguerite
Oviedo, Rosa
Oviedo, Susie
Painter, James
Painter, Marguerite
Parry, Susan
Pickrell, Kenneth
Quinn, Katherine
Quinn, Mabel
Robertson, Alleen
Robbins, Dick
Richards, Roy
Ruiz, Joe
Ruiz, Josie
Ruiz, Mary
Seals, Irvin
Seals, Neva
Sedig, Herman
Simmons, Linton
Spangler, Lola
Spangler, Lula
Stone, Addie
Stone, Frankie
Stone, Isabella
Stone, Margaret
Stone, Ollie
Stuart, Grace
Teeter, Earl
Teeter, Eva
Teeter, Glen
Teeter, Sam
Thatcher, Georgie
Turner, Ethel
Turner, Nevada
Uvez, Carmalita
Van Riter, Eleanore
Walker, Marjorie
Westover, Stella
Wickliffe, Lura
Wickliffe, Winnie

SUMMARY OF REGISTRATION

Normal Department, including Class of 1907	272
Training Department	187
Total	459

ALUMNI REGISTER

CLASS OF 1887

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Etta Broomell (Mrs. J. Webster Johnson)	Four Years	Los Angeles
Georgia A. Holmesley (University of Arizona)	Eleven Years	Clifton
Reese M. Ling (District Attorney, Yavapai County)	Two Years	Prescott
Colonel James H. McClintock	Five Years	Postmaster, Phoenix
Gertrude Pomeroy*	Five Years	

CLASS OF 1888

Kate Cummings (Mrs. Fisher Bailey)	Five Years	Tempe
Martha Sears*	Five Years	
Henry Q. Robertson	Eighteen Years	Globe

CLASS OF 1890

Nanna Brown (Mrs. John Knight)	Three Years	Tempe
Lena Coughran (Mrs. J. M. Sears)	One Year	Tempe

CLASS OF 1891

Lee Gray, LL. B. (Yale, 1893) (Attorney)		Los Angeles
Josephine Frankenberg	Five Years	Tempe

CLASS OF 1892

Lillian J. McAllister		Los Angeles, Cal.
Victoria B. Shaw (Mrs. Geo. K. Smith)	Two Years	Tucson

CLASS OF 1893

Mamie Anderson (Mrs. J. E. Boyd)	Four Years	Wickenburg
Agnes Halbert*		
W. I. Melton	Ten Years	Toluca, Cal.
Lidia Rembert	One Year	San Francisco
Mary Wingar (Mrs. Harry Archibald)	Eleven Years	Pasadena, Cal.
Chas. C. Woolf, LL. B. (Univ. of Colo.) (Attorney)		Tempe

CLASS OF 1894

Myrtle Alpin (Physician at Napa Insane Asylum)	One Year	East Highland, Cal.
Joseph T. Birchett	One Year	Tempe
Addine Bury (Mrs. Ira Reedy)	Eight Years	La Cananea
Nettie Clay (Mrs. Ashby Hawes)	One Year	Tempe
Agnes Dobbie (Mrs. J. D. Loper)	Ten Years	Mesa
Allie Gray (Mrs. Joe Sparks)	Nine Years	El Paso, Tex.
Leroy F. Hill		Birmingham, Ala.
Mary E. McNeill	Twelve Years	Tempe

*Deceased

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
John Metz	Six Years	Tucson
Blanche Newell	Ten Years	Mesa
Rosina Pomeroy	Six Years	Mesa
Ella Saunders	Two Years	Shumway, Miss.
(Mrs. Louis Cordon)		
Anna R. Stewart	Nine Years	Tempe
Ida W. Woolf	Five Years	Tempe
(Mrs. A. J. O'Connor)		

CLASS OF 1895

Mariam Anderson	One Year	Wickenburg
(Mrs. M. A. Davenport)		
John R. Birchett	Two Years	Tempe
John J. Carroll		Tempe
Carrie Culver	Eleven Years	Corona, Cal.
Lottie Gibson	Two Years	Tempe
(Mrs. R. L. Mullen)		
Allie Holmesley	Six Years	Pima
(Mrs. Josiah Williams)		
J. Wallace Morse	Two Years	St. Louis
Chas. P. Mullen	Two Years	Tempe
Roscoe Walsworth, LL. D. (Harvard University, '05)		Boston
Maude J. Welcome	Four Years	Tucson
(Mrs. Hudson Searles)		
Bertha Wilson	Eleven Years	Tempe
E. Stanley Windes	Six Years	Tempe
(Mrs. Dr. Metzgar)		

CLASS OF 1896

J.Lawrence Abell	One Year	Tucson
Nellie E. Culver	Seven Years	Imperial
(Mrs. Roy Frankenberg)		
Don J. Frankenberg	One Year	Tempe
Nott E. Guild		Tucson
Florence G. Hanna	Four Years	Tempe
(Mrs. J. B. Flummerfelt)		
Carl T. Hayden	Sheriff Maricopa Co.,	Tempe
Jane M. Hedgpeth	Ten Years	Phoenix
Lewis P. Hedgpeth	Ten Years	Phoenix
Georgia A. Hendrix	Three Years	Nordheim, Tex.
(Mrs. L. C. Austin)		
Amina W. McNaughton (A. B. 1898)	Ten Years	Pasadena, Cal.
Deborah I. Morris	Two Years	Benson
(Mrs. Doane Merrill)		
Julia R. Nichols	Four Years	Phoenix
(Mrs. B. C. Calhoon)		
Bertha M. White	Eight Years	Bisbee
(Mrs. Reese)		
Roy Frankenberg		Imperial

CLASS OF 1897

May A. Austin	Two Years	Tempe
(Mrs. William M. Goodwin)		
Julius G. Hansen		Los Angeles, Cal.
Adele Hauxhurst	Nine Years	Redondo, Cal.
May C. Huffer	Two Years	Globe
(Mrs. Bondhower)		
Jane P. Martin	Two Years	Scottsdale
(Mrs. Verner A. Vanderhoof)		

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Ana M. Miller	Three Years	Phoenix
(Mrs. L. D. Yeager)		
Clara M. Miller	Seven Years	Buckeye
(Mrs. Z. M. Zander)		
Flora L. Mills	Eight Years	Los Angeles. Cal.
J. Oscar Mullen	Seven Years	Tempe
Ada M. Peyton	One Year	Phoenix
(Mrs. William Dodenhoff)		
Mary C. Robinson	Two Years	Mesa
(Mrs. W. J. Bowen)		
Lucy M. Schwarz	Eight Years	Mesa
Addie Sirrine	Five Years	Mesa
(Mrs. Ellis Johnson)		
Verner A. Vanderhoff	Four Years	Scottsdale
Walter S. Wilson	Ten Years	Phoenix
Alice B. Windes	Ten Years	Morenci

CLASS OF 1898

Edith R. Abell		Mesa
(Mrs. Dr. Drane)		
Mary C. Bosbyshell	One Year	Douglas
(Mrs. Chas. Rhone)		
Flora N. Cohn	Nine Years	Los Angeles
Elizabeth W. England	Two Years	Galesburg. Ill
Louie V. Gage	Three Years	Silver Bell
(Mrs. Dr. Dennett)		
Una B. Hanna	Three Years	Kingman
(Mrs. E. G. Decker)		
J. Wesley Hill	Two Years	Tucson
Olive J. Maxwell	Five Years	Los Angeles
(Mrs. C. A. Stewart)		
Florence A. McKee	Four Years	Phoenix
(Mrs. Chas. Arnold)		
Julia E. Melton	Six Years	Downey, Cal.
Mary R. Moore	One Year	Bisbee
(Mrs. J. T. Hood)		
Ethel M. Orme	Four Years	Phoenix
(Mrs. E. W. Lewis)		
Charlotte E. Perry		Phoenix
(Mrs. Homer Redden)		
William R. Price		Phoenix
Clyde A. Stewart	One Year	Los Angeles
Ida Warren Swiggett	Eight Years	Phoenix
Walter H. Wilbur	Banker	Tempe

CLASS OF 1899

Garnett Allison	Three Years	Mesa
Bessie Frances Archbald	Seven Years	Los Angeles
Eva L. Bowyer	Five Years	Phoenix
(Mrs. E. N. Jenkins)		
Lutie Marion Carlyle	Four Years	San Bernardino, Cal.
Nettie E. Clark	Two Years	Tempe
(Mrs. A. M. Harmer)		
Robert O. Duncan	Six Years	Phoenix
Inez B. Fisher	Seven Years	Tempe
Jessica Frazier	Seven Years	Denver
Martha Garnett	Seven Years	Phoenix
Garfield A. Goodwin		Tempe
Lena Rivers Hartsfield	Six Years	Tucson
(Mrs. Will Payne)		

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Ella Leota Hauxhurst (Mrs. Harry Galliver)	Six Years	Phoenix
Harry G. Hendrix	Five Years	Tempe
Benjamin E. Hicks		Globe
Margaret Beatrice Hughes	Five Years	Weir City, Kansas
Frank R. Kellner (Mrs. J. Baxter Lewis)	Two Years	El Paso, Texas
D. Maude Lincoln (Mrs. A. C. Lockwood)	Four Years	Douglas
Alice A. Morse	Six Years	Phoenix
Lillian M. Murray (Mrs. Irving Andrews)		Los Angeles, Cal.
Grace Newell (Mrs. Guy Collins)		Roosevelt
Edna A. Ozanne (Mrs. Walter S. Wilson)	Three Years	Phoenix
L. Clay Henshaw (Mrs. Ed. Bowers)	Two Years	Phoenix
Zebulon Pearce	Six Years	Mesa
Minnie A. Perry (Mrs. Joe Bassett)	Two Years	Cordes
Madge P. Richmond (Mrs. Oscar Roberts)	Five Years	Phoenix
Gilbert States, M. D.	Three Years	Franklin, Idaho
Ida W. Temple (Mrs. E. C. Piper)	Five Years	Benson
Ruby M. Tucker (Mrs. Chas. Woolf)	Four Years	Tempe
Lillian A. Vaughn (Mrs. J. Dunbar)	Two Years	Benson
Emma Peyton (Mrs. Geo. Swindel)	Four Years	Manila, P. I.
Mary Malvina Wallace (Mrs. A. W. Woods)	Five Years	Bisbee
Veronica White	Seven Years	Bisbee
Lulu Belle Wingar (Mrs. Dr. R. R. Root)	Four Years	Pima

Owing to the action of the Board in extending the Course of Study, no class was graduated in 1900.

CLASS OF 1901

Noble Carter	Two Years	Manila. P. I.
Alma Morgan Davis	Two Years	Leorin, Idaho
Alice A. Fultz (Mrs. Archambeau)	Two Years	Prescott
Hattie M. Green (Mrs. Henry Lockett)	Three Years	Phoenix
Edna Lucy Greenleaf*	Two Years	
Dean Ely Godwin	Two Years	Ann Arbor, Mich.
Minnie A. Hill		Phoenix
Elizabeth India Hedgpeth	Six Years	Phoenix
Josephine K. Hottinger (Mrs. Jessie Bunk)	Four Years	Santa Rosa. Cal.
Perla E. Martin (Mrs. Ed. Halderman)	Two Years	Bisbee
Eleanor Atlee Merriam	Six Years	Phoenix
Mary Emma McNulty	Six Years	Tempe
Helen Marion Stewart (Mrs. Ellis Wilcox)	Two Years	St. David
Elizabeth Schwarz (Mrs. Jones)	Four Years	Mesa

*Deceased

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS

CLASS OF 1902

Serretta Anne Sirrine	Six Years	Mesa
Charles Albert Stauffer		Phoenix
Ethel M. Wilbur (Mrs. W. Dorman)		Mesa
L. Grace Webb	Six Years	Globe
Alice B. Appleby	Three Years	Tempe
Rachel Brady (Mrs. Levi Walker)	One Year	Tempe
Jessie F. Creager	Three Years	Los Angeles, Cal.
Florence C. Ford	Five Years	Prescott
J. H. Gerard	Three Years	Phoenix
Leona L. Gibson	Five Years	Whittier, Cal.
Grace M. Goodwin	Two Years	Santa Rosa, Cal.
Charles A. Haigler (Univ. So. Cal.)		Los Angeles, Cal.
Victoria F. Harmon	Five Years	Tempe
Leona M. Haulot	Five Years	Tempe
Clara W. Johnson	Five Years	Phoenix
D. D. Jones	Four Years	Mesa
Orren C. Jones	Five Years	Laei Oahu, H. I.
Stella F. Ross	Six Years	Mesa
Mary J. C. Snyder (Mrs. Kendrick)	Two Years	Bumblebee
Orpha C. Standage (Mrs. O. Babbitt)	One Year	Mesa
Edith F. Stewart	Five Years	Bisbee
Harry R. Trusler, LL.D., Class '06.	One Year	Ann Arbor, Mich.

CLASS OF 1903

Charles Alexander	Three Years	Tempe, Ariz.
Raymond H. Alexander	Three Years	Lee Summit, Mo.
Elizabeth Cosner	Four Years	Tempe
Alice Curnow	Three Years	Tempe
E. Murray Curnow		Bisbee
Lelia Hicks (Mrs. Thos. Long)		Livingstone
Rose Irene Hottinger	Four Years	Santa Rosa, Cal.
Janie Izora Irvine (Mrs. J. M. Lindsey)		Sunnyvale, Cal
Ida May Johnson	Four Years	Tempe
Emma Laura King (Mrs. Alma Davis)	One Year	Leorin, Idaho
Mamie Gertrude King	Four Years	Phoenix
Lynn M. Laney		Univ. Cal., Berkeley
Ina Lucinda Listebarger (Mrs. J. Randolph Hamlin,		618 Gail St., Los Angeles
Clarence Mark Paddock		Reclamation Service, Fallon, Nev.
George Reed	Four Years	San Diego, Cal.
Elmer F. Ruse	Three Years	Tempe
Orrin L. Standage	Four Years	Mesa

CLASS OF 1904

Deborah Allen	Three Years	Mesa
Rebecca Allen (Mrs. O. A. Phelps)	Two Years	Mesa
Winifred E. Allison (Mrs. Johns)	Two Years	England
Fannie Armitage	Three Years	Benson

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Helen Axtell	Three Years	Tombstone
Ernest Corbell	Three Years	Tempe
Grace Culver	Three Years	Tempe
Lucy Cummings (Mrs. J. F. Warner)	One Year	Washington, D. C.
Mabel Goldsworthy (Mrs. Fred Kenny)	One Year	Bisbee
Alice Grier	Three Years	Phoenix
Adelaide Kindred	Three Years	Bisbee
Louise Lynd	Three Years	Tempe
Sallie Miller (Mrs. Paul Seitz)	Two Years	Lordsburg, N. Mex.
Mary Millet	Three Years	Tempe
Charlotte Mullen	Three Years	Tempe
Getha Munds (Mrs. A. A. Benedict)	Two Years	Camp Verde
Jennie Munds (Mrs. David Wingfield)	One Year	Camp Verde
Della Penn	Three Years	Santa Monica, Cal.
Ida Penn	Three Years	Santa Monica, Cal.
Pansy Robbins	Three Years	Tempe
Marion Thomas	Three Years	Yuma
Everett Wilbur	One Year	Tempe
Maude Wilson	Three Years	Tempe

CLASS OF 1905

Florence Armitage	Two Years	Fairbank
Jessie Blake	Two Years	Tempe
Jessie Clark	Two Years	Benson
Mattie Corbell	Two Years	Yuma
Alice DeForest	Two Years	Troy
Nellie Duncan	One Year	Mesa
Frank Dykes	Two Years	Mesa
Alice Greenleaf	Two Years	Yuma
Ione Greenleaf	Two Years	Yuma
Edgar Hendrix	Reclamation Service,	Babb, Mont.
Frank Hough	Reclamation Service,	Fallon, Nev.
Alma Jones	Two Years	Mesa
Laverna Lossing	Two Years	Phoenix
Bertha Lyall	Two Years	Phoenix
Ina McComas	Two Years	Tempe
Helen MacIntyre	One Year	Phoenix
Mary Mullen	Two Years	Douglas
Elma Pulsifer	Two Years	Gettem, Tulare Co., Cal.
Margaretha Schwarz	Two Years	Mesa
Harry Van Noate		Los Angeles
Vessa Wright	Two Years	Bisbee

CLASS OF 1906

Laura Agnew	One Year	Tempe
Mabel Anderson	One Year	Tempe
Harry Brown	One Year	Tempe
Mamie Cain	One Year	Prescott
Clara Clem	One Year	Camp Verde
Eula Clem (Mrs. W. H. Dougherty)	One Year	Wickenberg
Delila Carrol	One Year	Bisbee

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Maud Collins	One Year	Benson
Alma Cowan	One Year	Bisbee
Iva Cox	One Year	Chemawa, Ore.
Olivia Doherty	One Year	Nogales
Ethel Doherty		Nogales
Harriet Gaddis	One Year	Clifton
Genevieve Gerald	One Year	Globe
Ada Halderman	One Year	Dragoon
Alma Harris	One Year	Tempe
Hazel Hendrix	One Year	Tempe
Alta Holmes	One Year	Tempe
Clifford Johnston	One Year	Tempe
Bertran Jones	One Year	Mesa
Rollin Jones	One Year	Mesa
Reinhold Jungermann	One Year	Tempe
Mabel Kemp (Mrs. A. C. Duffy)	One Year	Vail, Ariz.
James King	One Year	Phoenix
Annes Keating	One Year	Florence
Karl Leebrick	One Year	Clifton
Lucy Leftwich	One Year	Jerome
Anna Matthews	One Year	Tempe
Carrie Marlar (Mrs. G. Bright)		Phoenix
Marina Priest	One Year	Tempe
Clarence Standage		Mesa
Jean Standage (Mrs. Don Le Baron)	One Year	Mesa
Sadie Stauffer	One Year	Morenci
Bertha Stewart	One Year	Mesa
Mary Stilwell	One Year	Phoenix
Elizabeth Ullman	One Year	Morenci
Hester Wallace	One Year	Bisbee
Gladys Wright	One Year	San Bernardino, Cal.

CLASS OF 1907

NAME	P. O. ADDRESS	NAME	P. O. ADDRESS
Barnett, Kathryn	Prescott	Kenney, Lucy	Bisbee
Bellamy, Frankie	Tempe	Leavell, Mary	Tempe
Benedict, Helen	Tombstone	McNichol, Kittie	Humboldt
Blome, Helen	Tempe	Merritt, Alice	Bisbee
Brown, Stella	Tempe	Murphy, Nelly	Tuba
Cole, Rena	Tucson	Quinn, Georgia	Tempe
Critchley, Josie	Tombstone	Rabinnovitz, Amelia	San Carlos
Dobbie, Fannie	Mesa	Ruse, Eva	Tempe
Griffen, Olive	Tempe	Stauffer, Lemmie	Glendale
Hadsell, Mamie	Buckeye	Stewart, Maud	Tempe
Haulot, Emma	Tempe	Stobbs, Edna	Phoenix
Hayes, Maud	Buffalo, N. Y.	Tamborino, Palmyra	Congress
Holmes, Fred	Tempe	Thompson, Carrie	Tucson
Hubbard, Genevieve	Globe	Vensel, Sydney	Phoenix
Jaime, Rosa	Safford	Walker, Iva	Tempe
Jones, Ethel	Bisbee	Total number of graduates, 292	

TEMPE NORMAL SCHOOL
OF ARIZONA

Views of Buildings, Grounds,
Interiors, etc.

DRIVEWAY THROUGH THE NORMAL GROUNDS, LOOKING WEST

TRAINING SCHOOL

GIRLS' DORMITORY

DINING HALL

BOYS' DORMITORY

PARLOR IN GIRLS' DORMITORY

ROOMS IN GIRLS' DORMITORY

DINING ROOM

STAIRWAY IN NORMAL BUILDING

BASE BALL TEAM, 1907

BASKET BALL TEAM, 1907

TENNIS CLUB, 1907

MILITARY COMPANY STARTING ON A LONG MARCH

STAFF OF THE SCHOOL WEEKLY, "THE TEMPE NORMAL STUDENT"

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THE TEMPE NORMAL SCHOOL OF ARIZONA

AT TEMPE

ANNUAL CATALOGUE

1907-1908

MAIN BUILDING, TEMPE NORMAL SCHOOL OF ARIZONA

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TWENTY-SECOND ANNUAL CATALOGUE

OF

The Tempe Normal School of Arizona

AT TEMPE, ARIZONA

FOR THE SCHOOL YEAR 1906-1907
WITH
ANNOUNCEMENTS FOR 1907-1908

1907
Press of Phoenix Printing Company
Phoenix, Arizona

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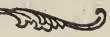

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W. W. McNeff - - - - - - - - - - Phoenix

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1906-07

NORMAL BOARD OF EDUCATION

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Oscar Mullen, President	Tempe
Frank Dykes, Vice-President	Mesa
Maude Wilson, Secretary	Tempe
Walter Wilbur, Treasurer	Tempe

CALENDAR FOR 1907-1908

1907

First Semester begins	September 9
Entrance Examinations and Classification	September 9-10-11
First Quarter ends	November 15
Second Quarter begins	November 18
Thanksgiving Vacation	November 28-29
Holiday Vacation begins	December 21
Holiday Vacation ends	December 29

1908

First Semester ends	January 24
Second Semester begins	January 27
Entrance Examination and Classification	January 27-28
Third Quarter ends	April 3
Fourth Quarter begins	April 6
Examinations and Commencement Exercises	June 8-12

TRAINING SCHOOL

School Year begins	September 16, 1907
School Year ends	May 29, 1908

Vacation the same as the Normal School.

FACULTY 1907—1908

A. J. MATTHEWS, Principal,
School Economy and School Law.

F. M. IRISH,
Physical Science and Military Drill.

R. H. H. BLOME, Ph. D.,
Pedagogy, Psychology, and Director of Training School.

W. J. ANDERSON, B. S.,
Drawing and Bookkeeping.

J. L. JOHNSTON,
Vocal Music.

GEORGE M. FRIZZELL, A. B.
Mathematics.

CARA M. FINNIE, A. B.,
English.

JAMES F. HALL, A. M.,
Latin.

BESSIE B. HUTCHISON, A. B.,
Literature, Elocution, and Physical Culture.

F. A. GOLDER, A. M.,
History and Civics.

FRED C. AYER, M. S.,
Biology and Director of Athletics.

ROBT. M. GEORGE, M. A.,
English and Mathematics.

GARCIA L. FERNANDEZ, A. B.,
Spanish and Librarian.

LAURA DOBBS,
Secretary to the President and Bookeeper.

IVA CARUTHERS,
Critic Teacher Seventh and Eighth Grades.

LEONA M. HAULOT,
Critic Teacher Fifth and Sixth Grades.

LOUISE LYND,
Critic Teacher Seventh and Eighth Grades.

MARY E. McNULTY,
Critic Teacher First and Second Grades.

A. B. CLARK,
Manual Training, Sloyd and Carpentry.

MRS. ELIZABETH C. BROWN,
Matron of Girls' Dormitory.

GEO. W. WILSON,
Superintendent of Buildings.

HARRY WALKER,
Superintendent of Grounds.

C. R. HILL,
Engineer.

COURSES OF STUDY—English Course

FIRST YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Grammar and Composition	20	5	Grammar and Composition	20	5
Reading	20	5	Arithmetic	20	5
Algebra	20	5	Algebra	20	5
Spelling and Word Analysis	20	2	Spelling and Word Analysis	20	2
Drawing	20	2	Drawing	20	2
Music	20	2	Music	20	2

SECOND YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Rhetoric and Composition.	20	5	Rhetoric and Composition.	20	5
Algebra	20	5	Algebra	20	5
Biology (Field & Laboratory)	20	5	Biology (Field & Laboratory)	20	5
Ancient History	20	5	Ancient History	20	5
Drawing	20	2	Drawing	20	2
Music	20	2	Music	20	2

THIRD YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
English Literature (3) / Theme Writing (2) (S)	20	5	English Literature (3) / Theme Writing (2) (S)	20	5
Geometry	20	5	Geometry	20	5
Physiography	20	5	Physiology	20	5
Mediaeval & Modern Hist.	20	5	United States History	20	5
Drawing (S)	20	2	Drawing (S)	20	2
Music (S)	20	2	Music (S)	20	2

JUNIOR YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
American Literature (3) / Grammatical Analysis (2)	20	5	American Literature (3) / Grammatical Analysis (2)	20	5
Physics (Laboratory)	20	5	Chemistry or Physics (Laboratory)	20	5
Geography (S)	20	3	Arithmetic (S)	20	4
Science of Government	20	5	Pedagogy	20	5
Psychology	20	5	Observation in Training Sc	20	1
Music	20	2	Drawing	20	1
			Music	20	2

SENIOR YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Practice Teaching	20	5	Practice Teaching	20	5
Logic and Philosophy of Education	20	5	Hist. of Education & Ethics	20	5
Bookkeeping and Com. Law	20	5	School Law and School Economy	20	5
Methods	20	5	Methods	20	5

N. B.—(S) Spanish as an elective for the subjects indicated.

LATIN COURSE

FIRST YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Grammar and Composition	20	5	Grammar and Composition	20	5
Reading	20	5	Arithmetic	20	5
Algebra	20	5	Algebra	20	5
Spelling and Word Analysis	20	2	Spelling and Word Analysis	20	2
Drawing	20	2	Drawing	20	2
Music	20	2	Music	20	2

SECOND YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Rhetoric and Composition.	20	5	Rhetoric and Composition.	20	5
Algebra	20	5	Algebra	20	5
Biology (Field & Laboratory)	20	5	Biology (Field & Laboratory)	20	5
Latin	20	5	Latin	20	5
Drawing	20	2	Drawing	20	2
Music	20	2	Music	20	2

THIRD YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
English Literature (3) / Theme Writing (2)	20	5	English Literature (3) / Theme Writing (2)	20	5
Geometry	20	5	Geometry	20	5
Latin	20	5	Latin	20	5
Mediaeval & Modern Hist.	20	5	United States History	20	5
Drawing (S)	20	2	Drawing (S)	20	2
Music (S)	20	2	Music (S)	20	2

JUNIOR YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Latin	20	5	Latin	20	5
Physics (laboratory 5)	20	5	Chemistry or Physics (Laboratory)	20	5
Geography (S)	20	3	Arithmetic (S)	20	4
Science of Government	20	5	Pedagogy	20	5
Psychology	20	5	Observation in Training Sc	20	1
Music	20	2	Drawing	20	1
			Music	20	2

SENIOR YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Practice Teaching	20	5	Practice Teaching	20	5
Logic and Philosophy of Education	20	5	Latin	20	5
Latin	20	5	School Law and School Economy	20	5
Methods	20	5	Methods	20	5

NOTE—Length of the School Year is forty weeks.
The first number denotes the number of weeks, the second the number of periods per week. The length of a period is 45 minutes. Military drill or physical culture is taken four periods, and chorus work one period per week by all classes throughout the course.

N. B.—(S) Spanish as an elective for the subjects indicated.

Analysis of Course of Study

INTRODUCTION

The fact that the primary aim of a Normal school is the training of teachers is made prominent throughout the course. In each department the teacher not only presents the lesson to his class, but discusses with the student the method of presentation and requires them to note his plans of work in all parts of the subject. Thus the teaching idea is pre-eminent in the minds of all Normal students from the beginning of the course, and they are able to model their own work as teachers upon what they have seen as well as upon that which they study in text-books on theory.

The relation between the professional and academic work is maintained during the Senior Year by the pupil-teachers consulting frequently with such members of the Normal School faculty as have charge of the subject they are teaching in the Training School.

The members of the Normal School faculty are also expected to prepare outlines of work, special lessons and lectures pertaining to the methods of teaching their special subjects and present the same to the senior class. This work, both as to time of presentation, and subject matter to be indicated by the Director of the Training School.

The relation is further maintained by the members of the Normal School faculty visiting the pupil teachers while they are teaching the subjects pertaining to their department and offering such criticisms or suggestions as may be helpful to them.

By such methods the professional side of the work is emphasized and correlated with the academic work throughout the entire course, the students are thoroughly prepared for teaching, and the special object of the Normal School accomplished.

DEPARTMENT OF ENGLISH

Instruction in English embraces the two lines of work—Language and Literature. The branches studied in this department are Word Analysis, Grammar, Rhetoric, Composition, Grammatical Analysis, Theme Writing, Reading and Literature. The purpose of the work is two-fold—to secure in the student accuracy and facility in the expression of thought, and a genuine appreciation and love for the best literature. The two lines of work are closely correlated, so that knowledge of the essentials of grammar and composition, abilty in clear and pointed expression, power of interpretation and appreciation of thought are emphasized in each phase of the work. It is the desire in the course to make the student not only efficient but inspiring teachers of English.

The works used for study in Literature, Rhetoric, Grammatical Analysis, Theme Writing and Reading are chosen from the list of entrance requirements to the chief Western Universities and will include the following:

Burke's "Conciliation with the Colonies."

Shakespeare's "Julius Caesar."

Milton's "L'Allegro Il Penseroso, Comus, Lycidas."

Addison's "Sir Roger de Coverly Papers."

Coleridge's "Rime of the Ancient Mariner."

Scott's "Ivanhoe."

Scott's "Lady of the Lake."

Shakespeare's "Merchant of Venice."

Shakespeare's "Macbeth."

Tennyson's "The Passing of Arthur."

George Eliot's "Silas Marner."

Macaulay's "Essay on Addison."

Macaulay's "Life of Johnson."

READING

This course in reading is carried by all regular students during the first semester of the first year. The class recites five times a week. The aims of the course are:

(a) To improve the student's oral reading of standard literary productions, to develop the power of interpretation and stimulate the imagination.

(b) To give the members of the class an intimate acquaintance with and a pleasurable interest in some of the "literature of power."

Pronunciation is made a subject of special attention and the principles of correct expression and phrasing are taught. Practical suggestions on emphasis, inflection and cadence are given. Some time is given to memorizing and reciting simple selections. The selections read are of a varied nature so that the student will become familiar with the different methods of bringing out the meaning expressed in the work of the best authors.

Next year the class will read the following:

Scott's "Marmion."

Shakespeare's "Julius Caesar."

Shakespeare's "Merchant of Venice."

Selections from "Cumnock's Choice Readings."

SPELLING AND WORD ANALYSIS

The work in spelling and word analysis is considered an important part of the course. It now requires two hours a week during the entire first year. Though the exercises and lessons vary from time to time as the wisdom and ingenuity of the teacher and the needs of the student may dictate, yet two ideas predominate. One is to learn to spell correctly on paper the more common English words, the other is to learn the use of them in such phrases and sentences as are most vitally related to the student's experience. Mere dictionary definitions are not accepted for the reason that students at this stage of advancement seldom understand those abstractions. Many of the words are obtained from the textbooks in the different branches of study that are pursued simultaneously with this work. The teachers in the different departments also hand the teacher of spelling those words that are most frequently misspelled in the written book.

GRAMMAR

This course constitutes a thorough review of the essentials of grammar. The purposes of the year's work are to discipline the mind, to aid in the interpretation of speech and literature, and to facilitate the correct expression of thought.

The sentence is taken as the unit of study, and special emphasis is placed upon the study of the structure of the English sentence as it is found in our reputable authors. As a sentence, the unit of grammatical study, is primarily the communication of thought to the minds of its readers, it is attempted to make grammar a study of thought, not of mere rules, definitions and forms of words. Logical relations are emphasized and the student is lead to think in all he does.

The various parts of speech—their properties and uses—are carefully reviewed. Technicalities are presented simply. The aim is to give the student a clear and thorough understanding of the fundamental principles of the English language, but not to confuse him with names and terms; for, throughout the course, the theory is emphasized that it is not the name we give to an element that is the vital point, but a clear perception of what that element does in the sentence for the communication of the author's thoughts.

The text-books used are:

Allen: "A School Grammar of the English Language."

Lillian G. Kimball: "The English Sentence."

References: Maxwell, Whitney, Bain.

COMPOSITION

The purpose of the composition work is to develop in the student the power to express his thoughts not only clearly, correctly, and forcefully, but originally and spontaneously. The work seeks for skill in oral expression as well as in written; to that end every effort is made to encourage the student to talk clearly and easily, and class discussions, debates and short talks are a part of the required composition work. There will be regular consultation periods, that each student may have the benefit of individual criticism of all written work.

The course of the first year is a practical one. Its aim is to teach punctuation, sentence and paragraph structure, logical thinking. The themes required are short, dealing with subjects within the interest and knowledge of the student. In the second year, in connection with the rhetoric work, the principles underlying the various forms of prose literature are studied directly from selections from our best authors, and these selections are used as models for original work. Originality and individuality are sought for more and more as the work advances. Practice in the criticism and correction of papers is considered an important part of the preparation for the actual teaching of composition.

Guerber's "Myths of Greece and Rome" will be used in connection with the work of the first year. The class has also read, this last year, Pope's "Iliad." In the second year, Kavana and Beatty's "Composition and Rhetoric" form the basis of the composition work.

RHETORIC

The aim of this work is to lead the student to appreciate worthy diction and style, as exemplified in our masters of English, to recognize, through analysis of various pieces of literature, the essential elements of good composition, and to apply this knowledge to improve his own writing and speech.

The study comprises:—a careful review of the essentials of grammar, sentence and paragraph structure, style, figures of speech, prosody and versification.

Literature is used as a basis of study, the selections being made from the college entrance requirements in English. For the current year these selections will include:—

Irving's "Alhambra."

George Eliot's "Silas Marner."

Lowell's "Vision of Sir Launfal," and other poems.

Whittier's "Snow Bound," and other poems.

Poe—Poems and Tales.

Hawthorne—"Mosses from an Old Manse."

THEME WRITING

In the third year, theme writing alternates twice a week with English Literature. The course strives not only for clear and correct expression, but also for the development of literary style. There is much practice in all the four forms of composition—description, narration, exposition, and argument. A strong point is made of oral expression and of the correcting of themes. Wherever possible, this work is correlated with the work in literature.

GRAMMATICAL ANALYSIS

Two periods a week throughout the Junior year are devoted to this course. A thorough review of grammar is given. The aim is not only to give the student a definite knowledge of the essentials of the subject, but how to teach these essentials. As a basis for the work, this last year, the class read:—

Coleridge—"Ancient Mariner."

Burke—"Conciliation with the Colonies."

Tennyson—"Launcelot and Elaine."

ENGLISH LITERATURE

This course is pursued by all regular Third year students. Three periods a week throughout the year are devoted to the work. The aims of the course are: To enable the student to read intelligently and appreciatively; to make them realize that literature is a representation of life; to develop somewhat the power of discrimination in their recognition of individual style.

At the very outset the student is made to see that the study of literature must go hand in hand with historic development, and that the literature of a people is but the reflection of a national

life. Especial attention is paid to literary movements, to the essential qualities which differentiate one period from another, and to showing the animating spirit of each age.

A review of the history of English literature from 449 to 1900 is given. This stretch of history is taken in six convenient periods and a survey is made of each period. The source of the literature and the reasons for the perfection of certain literary forms at different epochs are considered. Some masterpieces of each period are read.

This year the class read: Selections from the Caroline Poets; Milton's "L'Allegro," "Il Penseroso," "Lycidas;" Dryden's "Alexander's Feast," "St. Cecilia's Day;" Addison's "Sir Roger de Coverly Papers;" Gray's "Elegy Written in a Country Churchyard;" Goldsmith's "Vicar of Wakefield" and "The Deserted Village;" Johnson's "Rasselas;" Cowper's "On Receipt of My Mother's Picture," "To Mary," and others; Burns' "Songs and Lyrics;" Wordsworth's "Ode on Intimations of Immortality," some of his sonnets; Tennyson's "The Princess," "The Passing of Arthur;" selections from Keats, Byron, Shelley; Ruskin's "Sesame and Lilies."

Texts—"History of English Literature," Halleck.

Palgrave's Golden Treasury of Songs and Lyrics.

The following are a few of the reference books accessible:—Ten Brink, "English Literature;" Jusserand, "A Literary History of the English People;" Taine, "English Literature;" Courthope, "A History of English Poetry;" Ward, "A History of English Dramatic Literature;" Dowden, "Shakespeare, His Mind and Art;" Ordish, "Shakespeare's London;" Snider, "The Shakespearean Drama;" Ten Brink, "Five Lectures on Shakespeare;" "Carlyle's Critical and Miscellaneous Essays;" "Macaulay's Critical and Historical Essays;" Gwynn, "The Masters of English Literature;" Woodberry, "Makers of Literature;" Wendell, "The Temper of the Seventeenth Century in English Literature;" Leslie Stephen, "Hours in a Library;" Kellogg, "English Literature;" Shaw, "History of English Literature;" Minto, "Characteristics of English Poets;" Pancoast, "Introduction to English Literature;" H. A. Beers, "English Romanticism;" Morley, "English Men of Letters" (complete series); Seccombe, "The Age of Johnson;" Oliphant, "The Victorian Age;" Whipple, "The Literature of the Age of Elizabeth;" Herford, "The Age of Wordsworth;" Snell, "The Age of Chaucer;" Garnett, "The Age of Dryden;" Dennis, "The Age of Pope;" Walker, "The Age of Tennyson;" VanDyke, "The Poetry of Tennyson;" Harrison's "Tennyson, Ruskin, Mill;" Brooke, "Tennyson, His Relation to Modern Life;" Mabie, "Shakespeare, Poet, Dramatist and Man;" Saintsbury, "A History of Nineteenth Century Literature;" Rawnsley, "Ruskin and the English Lakes;" Bagehot, "Literary Studies;" "Library of the World's Best Litera-

ture;" Alden's "Universal Literature;" "Library of American Literature;" also the complete works of all important writers. Numerous biographies.

AMERICAN LITERATURE

This course is given in the Junior year. Three periods a week throughout the year are devoted to this work. A general survey of American literary history is given. A study will be made of the greatest writers, including such thinkers as Jonathan Edwards and Benjamin Franklin; essayists, Ralph Waldo Emerson and Washington Irving; novelists, J. F. Cooper and Nathaniel Hawthorne; poets, Bryant, Poe, Whittier, Longfellow, Holmes, Lowell and Whitman.

This year the class read the following masterpieces: Cooper's "The Spy;" Bryant's "Sella," and other poems; Hawthorne's "Marble Faun" and "Twice Told Tales;" Longfellow's "The Building of the Ship," and others; Whittier's "Mable Martin;" selections from Poe's poems and short stories; Holmes' "Autocrat of the Breakfast Table;" Emerson's "Each and All,' "The Problem," and others; Lowell's "Fable for Critics."

The following references are used: Barett Wendell, "A Literary History of America;" Richardson, "American Literature;" Stedman, "Poets of America;" Trent, "American Literature;" Mitchell, "American Lands and Letters;" Burton, "Literary Leaders of America;" Lawton, "The New England Poets;" Howells, "Literary Friends and Acquaintances;" Smiley, "Manual of American Literature;" Higginson, "Old Cambridge;" American Men of Letters Series; Beacon Biographies; Pickard, "Whittier Land;" Hale's "Lowell and His Friends;" Mead, "The Influence of Emerson;" Curtis, "Literary and Social Essays;" Marble's "Thoreau, His Home, Friends and Books;" Julian Hawthorne's "Hawthorne and His Circle. Numerous other biographies and the complete works of all the important writers of American prose and poetry.

Text: "Introduction to American Literature," by Brander Matthews.

DEPARTMENT OF MATHEMATICS

Mathematics always has formed, and always must form, an essential element in every course of study. It will hardly be disputed that those qualites of mind which contribute to success in any occupation are the alertness which enables one to take advantage of opportunities as they present themselves, the accuracy which prevents falling into error, and that consecutiveness of thought which enables us to see clearly from the beginning the end to be obtained, as well as the individual steps which render its attainment possible. But these qualities of mind are just the ones which mathematical processes, developed according to psychological laws, are best calculated to produce. It is our aim to so present each lesson in mathematics as to develop accuracy, rapidity, and the power of logical analysis. While it is intended that the students shall be made familiar with all those topics in arithmetic, algebra and geometry usually taught in schools of this rank, nevertheless, no more topics will be undertaken than can be thoroughly mastered.

ARITHMETIC

Arithmetic is studied during one Semester in the First Year. The aim in this class is to make a thorough review and study of the underlying principles, as well as to give rigorous drill in rapid and accurate calculation. The necessity of being accurate will be emphasized, for advancement in mathematics must be slow so long as error is prevalent in calculations. Methods of checking and proving the work will be noticed in connection with all parts of the subject. Special attention will be paid to common fractions, metric system, proportion, and percentage and its applications.

During the Junior year Arithmetic is again studied for one Semester, with a view of thoroughly reviewing elementary and higher arithmetic. The aim will be to broaden the view, give a thorough comprehension of underlying principles and a capability of making difficult arithmetical calculations. The subject will be presented from the standpoint of the teacher, thus bringing out methods of presentation. so that graduates of the Normal when they become teachers may be able to lead their pupils into habits of clear and logical thinking, concise and exact expression, and rapid and accurate calculation.

Text-book:—Robinson's New Higher.

References:—Ray's Higher, Wentworth's Higher, Milne's Standard, Davies' University, Walsh, White, The New Franklin.

ALGEBRA

The study of algebra is pursued throughout the first two years of the course. The first year the effort is to give the student a clear understanding of the signs and symbols used in algebraic notation, the laws and principles governing the same; to generalize arithmetical operations and to develop the equation as a means of studying the relation of quantities and the solution of problems in arithmetic, thus laying the foundation for the future study of algebra and geometry and for the study of arithmetic from the professional standpoint. Emphasis is placed upon factoring and the principles governing linear equations.

GEOMETRY

The course in geometry is taken up during the third year and is carried throughout the entire year. The course in geometry includes both concrete and demonstrative, the former being taught in connection with Drawing. Demonstrative geometry will embrace both plane and solid. Size-relations will be considered, first, by immediate comparison of magnitudes, and afterwards by means of their numerical measure. Abundant exercise in oral demonstrations will be given to secure elegance and conciseness of expression, and when this art of rigorous demonstration shall have been acquired, the student will be required to devise his own solutions. In the second Semester geometry is correlated with logic.

Text-book:—Wells' Essentials of Plane and Solid Geometry.

References:—Phillips and Fisher, Milne, Bowser, Shultze, Sevenoak, Hobbs and Wentworth.

The Second Year there is made a careful study of quadratics, proportion, logarithms, etc. The effort is made to lead the student into habits of clear and consecutive reasoning.

Text-book:—Wells' Essentials of Algebra.

References:—Wentworth, Bowser, Milne, Taylor, Jocelyn, Fisher and Schwatt.

COMPLIMENTS OF

A. J. MATTHEWS

PRESIDENT NORMAL SCHOOL OF ARIZONA

TEMPE, ARIZONA

DEPARTMENT OF SCIENCE

The aim of the work in this department is not so much the collection of a large store of facts as the thorough training of the student in systematic methods of scientific study and the inculcation of habits of close and accurate observation, orderly thought and logical expression. The student is required to obtain a working knowledge of the fundamental principles of the sciences, and is led to recognize their practical application. The laboratory courses offered, both in the physical and biological sciences, afford abundant opportunity for acquiring facility in the manipulation of apparatus and in the handling of material. The instruction is chiefly academic, its application to nature work in the elementary schools being reserved for the practice department, where each subject receives special attention. However, in selecting the exercises and in conducting the recitations, the attention of the future teacher is frequently directed to the availability in his chosen calling of the knowledge he is here acquiring, and the pupil-teachers are given assistance and advice in arranging courses in nature study for the different grades of the Training School. The laboratories for work in physics, chemistry and biology are suitably equipped with apparatus of the latest design, new pieces being added from time to time as new discoveries in the scientific world and the progress of methods demand. There is a large and growing collection of material for illustration in biology and geology, which, during the last year, has been increased by many specimens contributed by individuals. Such contributions are always acceptable, as by this means it is often possible to obtain valuable and useful material for illustration and study.

BIOLOGY

Botany—Second Year, Second Semester; Twenty Weeks

The study of botany is peculiarly adapted to cultivate the powers of observation, and to arouse an interest in and a love for the beauties of nature. For this reason knowledge of plant life is especially valuable to the teacher, as furnishing a basis for attractive and interesting courses of nature study for all grades of the elementary schools. The underlying principles of vegetable anatomy and physiology are dealt with in as thorough a manner as practical, but the fact is recognized that the life relations of plants are of more interest and importance to mankind in general. The student is, therefore, not allowed to restrict his horizon to the limits of the vegetable cell, but is led to study the relation of the

plant to the conditions under which it lives, and to the effects of soil, climate and other factors of environment upon its form, structure and habits.

The work begins in the spring, with a laboratory study of the conditions affecting the germinating and growth of the seed, followed by an investigation of the morphology, structure and functions of root, stem, leaf and flower. The subject of plant relations, to which the attention has heretofore frequently been called, is now treated more fully, and the course closes with a study of typical plants illustrating the leading types of vegetable life, thus giving the student an introduction to systematic botany. The entire course is illustrated by experiments performed by the individual student in the laboratory and by field trips at frequent intervals. Each student is required to keep a neat and systematic record of all his observations and investigations, and to illustrate the same by careful drawings and sketches. The laboratory is well supplied with dissecting microscopes and apparatus for the preparation and study of such material as is required in the course, and the student is constantly referred to standard works in the library.

The varied and interesting flora of the Salt River Valley, and of the surrounding mountains, is amply sufficient to furnish abundant material and to arouse a desire for original research.

The Atlas system of separate leaf note-books is used in the laboratory work, and notes are required to be written at first hand in the laboratory.

No laboratory manual is used, the directions for the experimental work being placed on the blackboard or printed on the mimeograph. The work is based upon Bergen's "Elements of Botany" (Pacific coast edition), which is used as a text and reference. The following are among the reference works to which the student has access in the library:

Strasburger, Noll, Schenck and Schimper—"Text-Book of Botany;" Strasburger—"Handbook of Practical Botany;" Warming—"Handbook of Systematic Botany;" Ganong—"The Teaching Botanist;" Bergen—"Foundations of Botany;" Goodale—"Physiological Botany;" Gray—"School and Field Book of Botany;" Gray—"Synoptical Flora of North America;" Strasburger and Hillhouse—"Practical Botany;" Bessey—"Advanced Botany;" Atkinson—"Elementary Botany;" Macmillan—"Minnesota Plant Life;" Newell—"Reader in Botany;" Coulter—"Manual of Rocky Mountain Botany;" Vines—"Text-Book of Botany;" Goebel—"Outlines of Classification and Special Morphology of Plants;" MacDougal—"Plant Physiology;" Darwin and Acton—"Physiology of Plants;" Zimmerman—"Botanical Microtechnique;" Chapman—"Flora of Southern United States;" Newhall—"Leaf Collector's Handbook."

Zoology—Second Year, First Semester; Twenty Weeks

This course consists of laboratory study of types of the more important groups, supplemented by discussions of fundamental principles. Here, as in the botany work, the powers of observation are strengthened and habits of careful, systematic thought are developed.

The student is required to do a large amount of study out of doors, field trips by the class as a whole, or in groups, being an important feature. The student keeps a careful record of his laboratory work and of the supplementary lectures, illustrating his notes by drawing. The life relations of animals, as well as their structure and physiology, are studied, and attention is called to the progressive development of types leading up to an understanding of the theories of organic evolution.

Linville and Kelly's "Zoology" is used as a text and reference in the class work, and the system of laboratory note taking is uniform with that used in the work in botany. In addition, a number of well selected reference works by standard authors are available in the library and the student is directed in their use. Among these are the following:

Boyer—"Laboratory Manual in Elementary Biology;" Kellogg —"Elements of Zoology;" Parker—"Elementary Biology;" Sedgwick—"Student's Text-Book of Zoology;" Packard—"Zoology;" Comstock—"Manual for the Study of Insects;" Jordan—"Manual of the Vertebrates of the Northern United States;" Ridgway—"Manual of North American Birds;" Chapman—"Bird Studies with a Camera;" Beddard—"Zoogeography;" Mivart—"Types of Animal Life;" Wallace—"Island Life;" Wallace—"Malay Archipelago;" Dodge—"Elementary Practical Biology;" Huxley and Martin—"Practical Biology;" Darwin—"Formation of Vegetable Mould;" Huxley—"Study of Zoology;" Romanes—"Animal Intelligence;" Heilprin—"Distribution of Animals;" Orton—"Comparative Zoology;" White—"Natural History of Selborne;" Van Beneden—"Animal Parasites and Messmates;" Poulton—"Colors of Animals;" Semper—"Animal Life;" "The Riverside Natural History," in six volumes; Lee—"The Microtomist's Vade Mecum;" Keeler—"Our Native Trees."

PHYSIOLOGY

Third Year, Second Semester; Twenty Weeks

The general idea of life processes which the student has acquired in the course in Zoology are here worked out in detail in their application to human physiology. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. The entire course is illustrated by class experiments and by dissections performed upon small animals.

The health and efficiency of the human body are being more and more esteemed, and the point of view that regards the human body as a living mechanism is not only the foundation of physiology, hygiene, and sanitation, but particularly concerns intellectual and moral behavior. Therefore, we bring into greater prominence the right conduct of physical life, hygiene and sanitation, and reduce anatomy to its lowest terms.

Experimental work is done from Peabody's "Exercises in Anatomy and Physiology." The class work is based upon Peabody's "Physiology and Anatomy," Macy and Norris' "General Physiology," and Hough and Sedgwick's "The Human Mechanism," one of which is used as a text. The work is supplemented by lectures by the instructor. Specialists are also accessible for frequent lectures.

An excellent human skeleton, charts and diagrams serve to illustrate the work in anatomy. The following reference works are in the library:

Colton—"Physiology, Experimental and Descriptive;" Foster—"Text-Book of Physiology;" Wilder and Gage—"Anatomical Technology;" Keen—"Gray's Anatomy;" "American Text-Book of Physiology;" Peabody—"Laboratory Exercises in Anatomy and Physiology;" Blaisdell—"Practical Physiology;" Foster and Langley—"Practical Physiology."

PHYSIOGRAPHY

Third Year, First Semester; Twenty Weeks

This course presupposes a thorough knowledge of elementary geography in all its aspects. The scope of the work includes a consideration of the earth's place in the universe and a brief discussion of its form, size, motion, and of its relation to the other members of the solar system. The local conditions are then studied in the field, the students making collections of soils, rocks and minerals for purposes of study and comparison. The study of physiographic processes and features of the land is supplemented by short field trips, for which the immediate vicinity is admirably adapted. Laboratory exercises are recorded in suitable note-books. During the entire course the students are required to make and record daily observations of the condition of the weather, the height of the barometer, (reduced to sea level), the temperature, dew point and relative humidity. From these records curves are constructed showing graphically the conditions which prevail from month to month during the course. The observations made by the students are compared with the daily bulletins furnished by the government weather service, thus impressing upon the mind an idea of the practical nature of the work. The subject of storms

is illustrated by a carefully selected series of weather maps placed in the hands of the student for study. Climatology is given a prominent place in its bearing on the geographical distribution of animals and plants.

The school owns a good stereopticon, furnished with arc light, which serves to illustrate this work by means of a well-selected series of lantern slides.

The list of references is supplemented by the reports of the United States Geological Survey, Interior Department Reports, Coast Survey maps and charts, etc. Dryer's Physical Geography is the text used, and the following are among the references in the library:

Proctor—"Other Worlds Than Ours;" Todd—"New Astronomy;" Young—"Lessons in Astronomy," "General Astronomy;" Newcomb and Holden—"Astronomy;" Shaler—"First Book in Geology," "Aspects of the Earth;" Tarr—"Elementary Geology," "Economic Geology of the United States;" Brigham—"Text-Book of Geology;" Dana—"Manual of Geology;" Agassiz—"Geological Sketches;" Tyndall—"Forms of Water," "Hours of Exercise in the Alps;" Geike—"Elementary Lessons in Physical Geography;" Hinman—"Eclectic Physical Geography;" Davis—"Physical Geography;" Wright—"Man and the Glacial Period;" Guyot—"The Earth and Man;" Trotter—"Lessons in the New Geography," "The International Geography;" Darwin—"Coral Reefs;" Russell—"Glaciers of North America," "Rivers of North America," "Lakes of North America;" Ward—"Elementary Meteorology;" Waldo—"Elementary Meteorology," "Physiography of the United States;" Dodge—"A Reader in Physical Geography for Beginners;" Macfarlane—"Commercial and Industrial Geography."

PHYSICS

Third Year, First Semester; Twenty Weeks

The aim of the work in physics is two-fold—first, to give the student a knowledge of the theory of the constitution of matter and of the physical laws governing its phenomena, and, second, to acquaint him with the use of experimental methods in scientific study and investigation. The laboratory method is used, the student being required to perform a series of selected experiments, both qualitative and quantitative. The experiments used are largely chosen from the Harvard preparatory course. An improved method of note-taking is used, the notes being written up at first hand directly from the experimental work, upon separate sheets of paper, which, after examination by the instructor, are bound into a cover for preservation and reference. The student is taught to control

the inevitable errors of measurement and to understand the value of a mean of a series of observations. He also learns to plot his results in graphic form by means of curves. Loss of time is prevented by providing each individual student with a complete set of the instruments and pieces of apparatus most frequently used. The field of view is broadened by constant reference to standard works by different authors in the library. The course is amplified by frequent quizzes upon the laboratory work, and by lectures upon the underlying laws and principles.

Milikan and Gale's "First Course in Physics" is used as a text. Beside the works of reference in the library, a number of scientific periodicals are regularly taken, to all of which the students have access. The following is a partial list of references accessible:

Henderson and Woodhull—"Elements of Physics;" Gage—"Elements of Physics;" Wentworth and Hill—"Text-Book of Physics;" Hastings and Beach—"General Physics;" Stewart and Gee—"Elementary Practical Physics;" Hall and Bergen—"Text-Book of Physics;" Adams—"Laboratory Manual;" Stone—"Experimental Physics;" Kelvin—"Constitution of Matter;" Woolcombe—"Practical Work in Heat;" Tyndall—"Heat a Mode of Motion," "Sound;" Mayer—"Sound;" Blaserna—"Sound and Music;" Mayer and Barnard—"Light;" Barnes—"Practical Acoustics;" Ames—"Theory of Physics;" Everett—"The C. G. S. System of Units;" Thompson—"X-Rays;" Thompson, S. P.—"Electricity and Magnetism;" Whiting—"Physical Measurement;" Nichols, Smith and Turton—"Manual of Experimental Physics;" Trautwine—"Civil Engineer's Pocketbook;" Sanford—"Elements of Physics;" Ayers—"Laboratory Exercises in Elementary Physics;" Mach—"The Science of Mechanics;" Thompson—"Recent Progress in Dynamo Electric Machines;" Sheldon—"Dynamo Electric Machinery;" Ouidin—"Standard Polyphase Apparatus and Systems;" Foster—"Electrical Engineer's Pocketbook;" Atkinson—"Dynamic Electricity and Magnetism;" Bottone—"Radiography," "Wireless Telegraphy and the Hertzian Waves;" Milikan—"Mechanics, Molecular Physics and Heat;" Appleton—"School Physics;" Rowland and Ames—"Elements of Physics."

CHEMISTRY

Junior Year, Second Semester; Twenty Weeks

The course in physics is intended to precede immediately that in chemistry. The student thus begins the latter study with a knowledge of the molecular theory and the physical constitution of matter, and has already acquired considerable facility in the handling of apparatus. The course consists of laboratory work, supplemented by lectures and recitations. The method of note-taking is similar to that used in the course in physics. The laboratory is provided with work tables of approved design, and the equipment, both apparatus and chemicals, is excellent. Considerable simple quantitative work is done, the laboratory being provided for this purpose with a sufficient number of burettes, measuring tubes and balances. Among the latter are two Becker balances and one Staudinger No. 3.

Newell's "Descriptive Chemistry" is used as a text, and the student is referred to the library for additional reading, the following works being at his disposal:

Smith—"Richter's Inorganic Chemistry;" Ramsay—"Chemical Theory;" Dobbin and Walker—"Chemical Theory for Beginners;" Newell—"Experimental Chemistry;" Roscoe and Schorlemmer—"Treatise on Chemistry," Volumes I and II; Remsen—"Theoretical Chemistry," "Organic Chemistry;" Jones—"Modern Theory of Solution;" Oswald—"Foundations of Analytical Chemistry," "Outlines of General Chemistry;" Dana—"Minerals and How to Study Them;" Erni—"Mineralogy;" Meldola—"Chemistry of Photography;" Wanklyn—"Water Analysis;" Sutton—"Volumetric Analysis;" Thorpe—"Inorganic Chemical Preparations;" Smith and Hall—"The Teaching of Chemistry and Physics;" Hessler and Smith—"Essentials of Chemistry;" Ostwald—"The Principles of Inorganic Chemistry," "A Manual of Physical and Chemical Measurements."

DEPARTMENT OF HISTORY AND CIVICS

The course in History and Civics is arranged with the view of broadening gradually the student's mental horizon so that he may view men and events from a higher plane. He is helped to see the progress of the human race and the development of civilization. The evolution of institutions is emphasized, bringing out in particular the growth of the democratic idea in government. By the time the student reaches the third and fourth years of his course he is in a condition to study and judge intelligently and appreciatively the institutions and history of our own country. In a word, it is hoped that when the student shall have finished the history course his life may be fuller and richer for having come in contact with the historical characters who have done so much to make this world good and beautiful, and that their noble lives may arouse in him a desire to follow in their footsteps.

ANCIENT HISTORY

During the whole of the second year Ancient History is studied. The greater part of the first semester is taken up in training the students how to study. The taking of notes is insisted upon, so that the essentials may be picked out from the non-essentials. Each student has an atlas of outline maps in which he notes down the places he meets with in his lesson, and in this way fastens them in his mind. From time to time outside reading is assigned. There are weekly written tests to determine the standing of each member of the class with a view to help him where he is weak.

Text-books: Wolfson's "Essentials in Ancient History," and Emerton's "Introduction to the Middle Ages."

References: Grote's—"History of Greece;" Momsen's—"History of Rome;" Plutarch's—"Lives," "Epochs of Ancient History;" Myers'—"General History;" Fisher's—"Outlines of Universal History;" Botsford's—"History of Greece;" Rawlinson's—"Seven Great Monarchies;" Pelham's—"Outlines of Roman History;" and the use of the rich collection of books of the Latin Department.

MEDIAEVAL AND MODERN HISTORY

Following Ancient History is a course in Mediaeval and Modern History running through twenty weeks. Note-taking and atlas work is continued. The student's mind is stimulated by suggestive questions which he is expected to work out for himself. Topics of great interest are brought up before the whole class for discussion. Great stress is laid upon the development of European governments and of England in particular.

Text-book:—Robinson's "History of Western Europe.

References:—Emerton's—"Mediaeval Europe;" Adam's—"Civilization During the Middle Ages;" Henderson's—"Historical Documents;" Bryce's—"Holy Roman Empire;" Green's—"History of England;" Carlyle's Works; Motley's Works; Gummere's—"Germanic Origins," "Twelve English Statesmen;" Hallam's—"Middle Ages;" Oman's—"The Dark Ages;" Seignobos'—"Political History of Europe;" and a great many monographs and biographies.

UNITED STATES HISTORY

This course runs through the last semester of the Third year The students are made acquainted with some of the original and the very best secondary authorities. Members of the class are assigned one or more topics for investigation and report. From time to time subjects are discussed by the whole class, and in this manner independent thinking is encouraged. The study of current events, both American and European, is continued.

Text-book:—Channing's—"Student's History of the United States."

References:—The library has a large number of reference books: Schouler's—"United States History," "American Statesman Series" (complete); "American History as Told by Contemporaries"—Hart; "Critical and Narrative History of the United States"—Windsor; "Old So. Leaflets;" "American History Leaflets;" Blaine's—"Twenty Years in Congress;" Hildreth's—"United States History;" Bryce's—"American Commonwealth;" McMaster's—"History of the People of the United States;" Wilson's—"A History of the American People;" Rhodes'—"History of the United States;" Von Holst's—"Constitutional History of the United States;" Thorpe's—"Constitutional History of the United States;" Parkman's Works; H. H. Bancroft's Works, "American Commonwealths;" Doyle's—"English Colonies in America;" Fiske's Works; Lowell's—"Governments and Parties in Continental Europe;" many works on Sociology and Economics, besides biographies and autobiographies of men who have taken a prominent part in politics.

SCIENCE OF GOVERNMENT

At the beginning of the first semester of the Junior year the instructor, in a few lectures, reviews the fundamentals of European governments, especially that of the United Kingdom. In addition to this the students are required to do a considerable amount of outside reading. With this preparation, they enter on the study of American government, theoretical and actual. Besides the text-

book, the students are asked to read the current events in the daily papers and in weeklies, such as the "Outlook," to study the civil institutions of the Territory, observe the local political events, and attend one or more meetings of the Legislature when in session. The aim of the course is to give the prospective teachers a thorough knowledge of our government so that they may discuss and teach it intelligently, and influence for good government those with whom they come in contact.

Text-book:—Hart's—"Actual Government."

DEPARTMENT OF PROFESSIONAL INSTRUCTION

The distinguishing characteristic of a Normal School lies in the fact that, besides an academic course, it offers a course in the method of instruction and practice therein. The subjects that are classed under the head of professional instruction are psychology, pedagogy, the history and philosophy of education, logic, ethics, methods of teaching, school law and school economy, and the practice in the training school.

PSYCHOLOGY

The course in psychology comes the first semester of the Junior year. It precedes pedagogy and follows physiology, where special attention has been given to the study of the nervous system. The aim of this course is to show that mental activity is dependent upon sense preception, and, to lead the student to observe the workings of his own mind so that he may come to an intelligent realization of the fundamental laws underlying mental activity. It is intended to give the student such a knowledge of the states, powers, and activity of the mind, their inter-relations and the laws governing their growth as will enable him to pursue a rational course of procedure in his professional work.

Text-Books:—Psychology, Angell, Henry Holt & Co.

References:—Psychology, James' Advanced Course; The Development of the Intellect, Preyer; Mental Development, Baldwin; Principles of Psychology, Spencer; Elements of Intellectual Science, Porter; Psychology, John Dewey.

PEDAGOGY

The course in pedagogy comes the second semester of the Junior year. This course deals, in the first place, with the subjects to be taught and, in the second place, it shows how knowledge is acquired. This refers back to psychology and leads to methods of instruction. The practical illustrations are found in the observation of the training school and in the student's own experience. Introspection is the watchword not only in the study of psychology but in the study of methods of instruction as well.

Text-Books:—Method in Education, Roark, American Book Co., and Methods of the Recitation, McMurry, The MacMillan Co., New York.

References:—Compayre's Lectures on Pedagogy, Payne; Locke on Education, Quick; Education, Spencer; Education of Man, Froebel; Elements of Pedagogy, White; Practical Hints for Teachers, Howland; Pedagogics of the Kindergarten, Froebel.

LOGIC

The study of logic is based on psychology. The point of departure is found in the chapter on thought. This course deals mainly with the concept, the judgment, the syllogism, analysis and synthesis, and induction and deduction. From the historical side Socrates, Aristotle and Bacon receive special attenetion. Logic comes during the first quarter of the Senior year.

Text-Book:—Lessons in Logic, Jevons, MacMillan Co.

References:—The Theory of Thought, Davis; Logic, Hegel; Logic, Deductive and Inductive, Bain.

PHILOSOPHY OF EDUCATION

This course follows as a text Herbert Spencer's Education. Spencer's views find favor in many quarters and one cannot be said to be intelligent on modern theories of education who is not familiar with Spencer.

HISTORY OF EDUCATION

In a general sense, the history of education is the story of the growth and social development of the human race, but this course is restricted to a brief sketch of the ancient systems of education, those of India, Egypt, Persia, Greece, Rome and the Jews; the lives of Socrates, Plato, Aristotle, Cicero, Seneca, Quintillian and Jesus; the schools of mediaeval and modern times, a study of the lives of noted educational reformers, as Comenius, Rousseau, Pestalozzi, Herbart and Froebel, and the principles advocated by them; and a comparison of the school systems of Germany, France, England, and America.

Text-Book:—History of Education, Painter, Appleton.

References:—English Education, Sharpless; Education in the United States, Boone; The Education of the Greek People, Davidson; European Schools, Klemm; Educational Reformers, Quick.

ETHICS

In its history the subject of ethics is closely related to the history of education. The purposes that underlie the system of education of a country will give us a clew to the principles upon which its people base their life and conduct. For this reason the first part of the work is an historical study in connection with the history of pedagogy. Toward the close the work becomes more prac-

tical. Some modern text is selected for the work. The present year the class used Kidd's Social Evolution, published by the MacMillan Co.

References:—Principles of Ethics, Spencer; Elements of Moral Science, Porter; Principles of Sociology, Spencer; Elements of Morals, Janet; Duty, Seelye; Criminal Sociology, Ferri; European History of Morals, Lecky.

SCHOOL LAW AND SCHOOL ECONOMY

Instruction in this branch is given mostly by lectures. In school economy the discussion will cover the whole field of organization, governing and conducting primary schools. Its aim is to develop a system of control that shall be in harmony with the principles set forth by the modern methods of education; and to make the student skillful in the performance of the various duties of the school-room, by plain, practical, and suggestive lessons.

In school law the object will be to make the student familiar with the course of school legislation in the Territory of Arizona; to compare the system of our own Territory with that of some leading states of the Union, and to make familiar the leading decisions of the courts of justice upon important school problems.

METHODS OF TEACHING

The work in methods of teaching is a continuation of the course in pedagogy and occupies forty weeks, five periods per week, being about equally divided among the following: Principles of teaching mathematics; language, including history, reading, spelling, English, and geography; nature study and expression, including drawing, writing, etc.

The text-books used in this course are McMurry's Special Methods in Literature, History, Geography, Science, Reading and Arithmetic. The study of these texts is preceded by a thorough discussion of the basic principles of teaching.

In the study of special method, after the subject matter and plans of teaching a subject are discussed, typical lessons are presented in the presence of the class to one of the training school classes by a student or the critic teacher. These lessons are observed, criticized and discussed by the class. In addition to these lessons, the pupil-teachers of the subject under discussion are expected to present model lessons in their class-rooms to be observed by the class in methods, criticisms of such lessons being read in method class or handed to the critic teacher to be discussed by her with the teacher who presented the lesson.

The study of methods of teaching includes the preparation by each student of a thesis bearing directly on this work.

Through the courtesy of the faculty of the public school, the student-teachers are allowed to observe the work there, so that the practical application of the method work may be seen under the conditions which must be met by them in the schools of the Territory. They also visit the schools in the rural districts and towns in the vicintiy of the Normal. During the past year Lehi and Mesa were visited. The discussions that these visits led to proved very profitable indeed and the Normal School feels very grateful for the favors so generously extended.

References:—Education as a science, Bain; Philosophy of Education, Tate; Principles and Practice of Teaching, Johannot; Outlines of Pedagogics, Rein; Hebart and Hebartians, DeGarmo; Report of the Committee of Fifteen, Psychology for Teachers, Lloyd Morgan; Talks on Psychology, James; Interest, Ostermann; Infant Education, Curry; Manual of Psychology, Stout; Three Studies in Education, Shaw; The Central Nervous System, Halleck.

TRAINING SCHOOL

The Twenty-third Legislature made an appropriation for the erection of a Training School. In this new building the work is now carried on. It was planned with reference to convenience, completeness and hygiene and is in every way a model. It contains ten class rooms, two manual training rooms, a senior class room, assembly rooms and offices. Fully equipped, it gives every advantage to the pupils of the school.

All the work of the course in pedagogy is done in the Training School, and Seniors are expected to be present there when not reciting. Each Senior is required to give to this work one hour per day for thirty-six weeks. In addition to the regular teaching, each Senior is expected to hold himself in readiness to give the time of one period every day when such time is required by the critic teachers.

At the beginning of each quarter, with the assignment of classes the pupil receives a general outline of the work he is expected to do in his class. With this outline as a guide, he prepares his daily lesson plans. These are handed to the critic teacher two days in advance of the time when the lesson is to be presented and are corrected by her and discussed with the student. In this way the work given to the pupils in the Training School is freed from error, and the possibility of incorrect subject matter or poor presentation is reduced to a minimum.

It is desirable that the pupil-teacher go, not only to the respective critic teacher and the director of the Training School for sug-

gestions relative to the subject he is teaching, but also to such member of the Normal School faculty as has charge of the branch of study to which the subject in question belongs. At the same time, members of the Normal School faculty are expected to visit pupil-teachers while teaching. It is the duty of the pupil-teacher to call upon such visitors for criticism the same as when visited by the critic teacher. It is at this point where the connection between the Normal and the Training School is best sustained.

While the Territorial course of study is followed in the Training School, yet the conditions governing the schools are such as to admit of much more work than that course requires, and the pupil-teacher should find here a school that closely approximates to the ideal, and the training given here should fit the student to give to his pupils only the best when he becomes a member of the Territorial teaching force.

The Junior class is required to spend one hour each week of the fourth quarter in the Training School observing the work done by the pupil-teachers. Criticisms upon the lessons observed will be handed to the critic teacher and the lessons will then be discussed by her in the presence of the pupil-teacher who gave the lesson, and the Junior.

Both Seniors and Juniors will be expected to observe some of the model lessons given in the Training School.

The grounds, which are but an extension of the Normal campus, are large and attractively laid out, and furnish ample room for recreative sports.

As the course now stands, a child can enter the Training School in the first grade and take the entire eight years' work there, passing from the eighth grade directly into the Normal.

The number of pupils is limited and the tuition is free. Application for admission to the Training School must be made in the month of September, and each application will be acted upon in the order in which it is received. The same method will be observed in filling any vacancies that may occur during the year. The places of all pupils that are not present at the opening of the Training School year will be filled by those next upon the list.

The year just closed has been very successful. There was no dropping off of the attendance, as is so frequently the case toward the close of the year. Pupils who came here for the winter were promoted when they re-entered the home school. The school spirit was never better. One of the most gratifying features has been the hearty co-operation of the parents.

COURSE OF STUDY FOR TRAINING SCHOOL

SUBJECT	First Grade		Second Grade		Third Grade		Fourth Grade		Fifth Grade		Sixth Grade		Seventh Grade		Eighth Grade	
	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation
Arithmetic	Incide'l		5	45	5	45	5	45	5	45	5	45	5	45	5	45
Reading	15	20	10	20	5	45	5	30	5	30	5	30	3	45	*3	45
Writing	10	15	10	15	5	20	Incidental						Incidental			
Spelling	Incide'l		5	15	5	45	5	15	5	15	5	15	2	45	2	45
Language	5	45	5	45	5	45	5	45	5	45	5	5	....	....	....	....
History	....	....	....	....	....	....	....	....	....	....	5	45	5	45	5	45
Drawing	5	15	5	15	3	20	3	45	3	45	3	45	3	45	3	45
Manual Training	2	25	2	25	2	25	To Be Arranged									
Music	5	15	5	15	5	15	2	45	2	45	2	45	2	45	2	45
Geography	....	....	....	....	5	45	5	45	5	45	5	45	5	45	5	45
General Exercises	5	45	5	45	5	45	5	45	5	45	5	45	....	....	....	....
Grammar	....	....	....	....	....	....	....	....	....	....	....	....	5	45	5	45
Civics	....	....	....	....	....	....	....	....	....	....	....	....	....	....	†3	45
Physiology	....	....	....	....	....	....	....	....	....	....	....	....	‡3	45	‡3	45

* For first thirty weeks.

† For last ten weeks.

‡ For last twenty weeks.

NOTE.—From the Fourth to the Eighth grades, one period of forty-five minutes each day is given to study under the direction of the teacher. The time is devoted to whatever work the pupils need most.

DEPARTMENT OF LATIN

In this department a complete and thorough four years' Academic course in Latin is here offered as an elective, beginning the second year of the Normal course. The Latin course is arranged with a two-fold object: to fully fit students for college entrance and to equip the professional Normal graduate with a broad and sympathetic literary culture, as well as to train him in the pedagogical value and uses of language study. To this end the entrance requirements of the State University of Arizona and of the Universities of California have been kept well in view so that these institutions will have no scruple in accrediting the work done here on the assurance that the work as outlined herein is all done and done satisfactorily. A high standard and thorough accuracy is insisted on and maintained.

In addition to the Introductory Book, the authors read are Caesar, Cicero, Sallust and Vergil. These are accompanied by parallel reading as shown in the synopsis below. Sight reading is supplied by selections from Nepos, Ovid, Aulus, Gellius and Viri Romae. Prose composition occupies a prominent place, no less than two hours per week throughout the whole four years—constituting two-fifths of the entire course—being devoted thereto. The four years' course in Latin, as a whole, consisting as it does of five hours per week for forty weeks per school year, comprises as much time and admits of as much and as thorough work as is generally embraced in most five-year courses of thirty-six weeks each in the best High Schools of the United States.

The Department is well equipped with all classical requisites, such as a full set of Kiepert's wall maps and a bountiful supply of large prints and photogravures and other illustrative material, while the Library contains a carefully selected bibliography of the most authoritative works of reference. Besides the regular classroom work, open lectures on Roman life, topography, art, archaeology, and classical antiquities in general are given from time to time with stereopticon views, of which we have several hundred slides, and the number is constantly being supplemented.

SECOND YEAR:—First Latin book:—Caesar, Gallic War, Book II.

Here three points in particular are dwelt upon: a thorough drill in the ordinary forms of the language, facility in reading Latin with proper observation of quantity, and familiarity with the common rules of syntax. Ready ability to translate easy Latin prose into English and vice versa is also attained. Five hours a week are given to this course; during the First Semester the Introductory Book is thoroughly covered, while in the Second Semester two

hours are given to a systematic review of the work of the previous half-year, and three hours to the reading of Caesar's Gallic War. Students are assigned modern works of fiction based on Ancient History, such as those by Kingsley, Wiseman, Lockhart, Bulwer, Eckstein, Macaulay, Pater, Sienkiewicz, Wallace, Ware, &c., &c.

THIRD YEAR:—Caesar, Gallic War, Books III, IV and V; Vergil, Aeneid, Book I; D'Ooge's Latin Composition, Part I; Allen and Greenough's Grammar.

A complete knowledge of the geography, subject matter and its historical bearing is required in the study of Caesar, together with accurate pronunciation and fluency in reading. Two hours a week are given to Caesar and one hour to Vergil. The remaining two hours are devoted to Latin Composition. In all three subjects the forms of the language occupy a conspicuous place. Sight translation is also given at frequent intervals from the authors mentioned. Supplementary reading is assigned from:

Caius Julius Caesar, Dodge; Julius Caesar, Fowler; Caesar, a Sketch, Froude; Julius Caesar, Liddell; Seven Roman Statesmen, Oman; Caesar's Army, Judson; Epoch Series of Ancient History; Plutarch's Lives; Society in Rome Under the Caesars, Inge; Student's Companion to Latin Authors, Middleton and Mills; Latin Literature, Mackail.

JUNIOR YEAR:—Cicero, Catalinarian Orations; Sallust, Cataline; Vergil, Aeneid, Books II and III; D'Ooge's Latin Composition, Part 11; Allen and Greenough's Latin Grammar.

Two recitations a week throughout the year are devoted to the reading of Cicero's four orations against Cataline, followed up by Sallust's Cataline. One recitation is occupied weekly with Vergil, and again two recitations are given up to Latin prose composition based on the Cicero read. Systematic syntax, prosody, and historical, rhetorical and mythological treatment accompany the authors read. Translation at sight is not neglected. Parallel reading is given from:

Life of Cicero, Forsyth; Life of Cicero, Trollope; Life of Cicero, Davidson; Ciceron et ses Amis, Boissier; Cicero, De-Quincey; M. T. Cicero, Newman; Student's Cicero, Faussett; Cicero, Collins; Legal Procedure, Greenidge; Roman Poets of the Augustan Age, Sellar; Vergil in the Middle Ages, Comparetti; Vergil, Collins; Stories from Vergil, Church; Ancient Lives of Vergil, Nettleship; Essay on the Poetry of Vergil, Nettleship; Latin Poetry, Tyrrell; Classical Essays, Myers; The History of Roman Literature, Cruttwell; Rythmic and Metric, Schmidt-White; History of Latin Literature, Gudeman; and the Roman Histories of Gibbon, Mommsen and Merivale.

SENIOR YEAR:—Cicero, Pro Archias, Pro Lege Manilia (De Imperio Pompeii); Vergil Aeneid, Books IV, V and VI; Caesar, Gallic War, Book I, Advanced Composition; D'Ooge's Latin Composition, Part III; Allen and Greenough's Latin Grammar.

In this year a resume of the work done in the previous years occurs, and to this end one hour a week the first semester and two the second is devoted to the reading of three more speeches of Cicero and another book of Caesar; while Vergil occupies two hours the first and one the second semester. Advanced prose composition takes up as in the past years two hours a week the year round. The finer points in syntax and grammar are rounded off and the contents of the texts read subjected to a more critical mastery. The regular work is supplemented by select parallel reading on the following topics:

Language, Grammar, Syntax, Etymology, Semantics, History, Biography, Geography, Topography, Mythology, Antiquities, Art Archaeology, and Current Articles in Reviews and Magazines, etc.

Besides a good supply of all the leading text-books of the authors read, the library contains, among others, the following authorities on their several divisions:

Art and Archaeology:—Lanciani, Mau, Dyer, Baumeister, Burn, Bohn, Goodyear, Kelsey, Tarbell, Westropp, Reber, and Winckelmann.

Mythology:—Harrington and Tolman, Fiske, Edwards, Robbins, Keightley, Steuding, Guerber, Gayley, Murray, and Bulfinch.

Geography and Topography:—Schmidt-Gunther, Harding, Platner, Kiepert, Tozer, Huelsen, Lord, Butler, Allen, Burn, Baedeker, Putzger, and Schreiber.

Language and Literature:—Wilkins, Gildersleeve, Harkness, Lodge, Lane, Allen and Greenough, Hale-Buck, Bennett, Doederlein, Gudeman, Quackenbos, Bender, Crowell, Breal, Postgate, Richardson, Taylor, White, Halsey, Morriss; Greenough, Kittredge, Gow, MacKail, Cruttwell, Trench, Hinsdale, and Whitney.

Dictionaries:—Harper, Smith, Lewis, Andrews, Harbottle, Riley, Rich, Seyffert, Ramsey, Lanciani, and Baumeister.

History and Biography:—Abbott, Creighton, Tighe, Willoughby, Munro, Greenidge, Kingsley, Granrud, Clay, Smith, Fowler, Pelham, Pennell, Myers, Goodrich, Botsford, DeCoulanges, Gibbon, Merivale, Mommsen, etc., etc.

Private and Public Life:—Preston, Church, Bell, Dodge, Rydberg, Clark, Guhl and Koner, Herberman, Johnston, Becker, Shumway, Friedlander, Waters.

Travel and Description:—Hilliard, Howells, Norton, Boissier.

Magazines:—American Journal of Archaeology, American Journal of Philology, The Classical Review, Classical Philology, and the Classical Journal.

SPANISH

Spanish has been introduced into the course as an elective study which may be substituted for the subjects indicated in the Courses of Study. It has been placed in the course with a two-fold object: first, to permit prospective college and university students to present full entrance requirements in foreign languages, two years of Spanish being accepted as one unit and four years of Latin as four units: secondly, to equip our graduates for better work as teachers in our Territorial schools.

The Spanish course is open to students of the Third Year and Junior Year, but members of the Senior class may take it and so secure the elements of the language possible in a one year's study, but cannot secure University credit for a single year of Spanish.

This year only the elementary or Third Year course will be offered in Spanish. Grammar, syntax, and pronunciation will be emphasized accompanied by actual practice in composition, oral reading, and translation into idiomatic English. Facility in easy conversation in Castilian Spanish will occupy a prominent place in the work. In fact, the classroom recitation will be largely conducted in Spanish. Text-books will be announced later.

ART DEPARTMENT

This department embraces several interrelated lines of work: representation, designing, illustration, construction, clay-modelling, history of art, etc.

The aim of our work is, first, to train the perceptive faculties and to strengthen the judgment and imagination; second, to develop in the student the skill necessary to delineate objects and original designs in the several media; third, to give the young teacher the means by which he may be able to illustrate on the blackboard with some degree of facility as an aid in the more effective presentation of other subjects; fourth, to lead the student to a fuller appreciation of the beauties and harmonies of nature and art that he may be better able to awaken and develop in his pupils the aesthetic faculty; fifth, to serve as a foundation for an intelligent pursuit of the trades and professions in which drawing serves an essential element.

Two recitations a week are given during each of the first three years. In the Junior year one recitation per week for the second semester is devoted to the discussion and presentation of methods in drawing.

The work of the first year will embrace these topics: The study and application of the fundamental principles as used in the drawing of simple type-forms and objects based upon these; elements of design, making simple designs from conventionalized plant and animal motives; practice with brush and ink, pencil, charcoal, crayons and color; blackboard drawing from objects and memory; easy problems in construction, and clay modelling.

During the second year work is continued along the same lines, together with fuller study of still life, casts, pose, perspective, designing, illustrative work, mechanical problems, color harmony, black-board work, and clay modelling.

Third-year work includes pen and ink drawing; light, shade and values; historic ornament; black-board illustration; colored crayons; clay modelling; orthographic and isometric projection; perspective problems; sketching; wash drawing; designing in the several media; balance, rhythm, and harmony in designs; study of color harmonies, and composition.

In the Junior year the topics for discussion and methods will be along lines of work suitable for the primary and grammar grades and will include: use of black-board, brush and ink, charcoal, pencil, colored crayons, pen and ink, water colors; story telling through drawing; constructive work; study of children's drawings; mounting of pictures; school-room decorations; how to conduct recitations; preservation of pupils' drawings; programs; picture study, etc.

All through the course students are encouraged to bring to class for criticisms and suggestions, sketches and drawings done outside of class rooms. This department is liberally supplied with casts, still-life models and charts. A kiln is supplied for the firing of models, and pottery. The library contains many works, by standard authors, on art subjects. To these, additions are made each year.

References:—International Studio; School Arts Book; Craftsman; Brush and Pencil; Manual Training Magazine; Perry Maga- Ornament, Day; Handbook of Ornament, Myers; Anatomy of Pat- Ornament, Day, Handbook of Ornament, Myers; Anatomy of Pattern, Day; Line and Form, Crane; Composition, Dow; Theory and Practice of Design, Jackson; Elements of Drawing, Ruskin; Principles of Design, Batchelder; Plant Form in Design, Midgley and Lilley; Year Books of Supervisors of Manual Arts; Story of Architecture, Mathews; Legendary Art, Mrs. Clement; Adeline's Art Dictionary; Taine's Lectures on Art; The Gate Beautiful, Stimson; History of Art, DeForrest; History of Ancient Art, Reber; History of Art, Goodyear; Greek Art, Tarbell; History of American Art, Hartman; How to Judge Architecture, Sturgis; Turrets, Towers and Temples, Singleton; Architectural Styles, Rosengarten; The Column and the Arch, Longfellow; Modern Illustration, Pennell; Modern Perspective, Ware; World's Painters, Hoyt; Ornament and Its Application, Day; Clement's Handbooks for Beginners; How to Enjoy Pictures, Emery; Great Pictures Described by Great Writers; Works on Spanish, German, Flemish, Dutch, Italian, English, and American Painters; New Methods in Education, Tadd; History of Mediaeval Art, Reber; Prang Manuals; History of Art, Lubke; Letters and Lettering, Brown; Pictorial Composition, Poore; Plant Form, Clark; Practical Designing, White; Applied Perspective, Longfellow; Figure Composition, Hatton; Arts and Crafts, Sanford, etc.

BOOKKEEPING AND COMMERCIAL LAW

These subjects are studied during the first semester of the Senior year, when the students' minds have a clearer grasp of the significance of business methods.

In order to accommodate special cases and those who may have failed in one semester, the work is continuous throughout the school year.

Sixty recitations cover the work in bookkeeping. Each student is required to keep a set of books, which, so far as his individual ability goes, must be a model of neatness and accuracy. At the same time, the student must prove that he has a clear comprehen-

sion of the theory of accounts, both by the double and the single entry method. Practice is given in the uses of Auxiliary books and business forms, through the voucher system.

Commercial Law is covered in forty lessons. The aim in this subject is to familiarize the student with the ordinary transactions of business life and with the laws governing the same. A necessary feature of this work consists in the writing and study of commercial forms. The method pursued is the combined text-book and lecture, the former being used for definition and frame work, while the latter is given to the illustration and application of the principles set forth to actual business experience.

Students are asked to cite cases that come under their observation, for discussion in class, and in reviewing, as well as to stimulate interest in the subject, actions are made out by the students and trials conducted.

Special emphasis is laid upon the topics: commercial paper, bailments, real property, deeds and mortgages.

Text-books:—Bookkeeping, Williams & Rogers' Modern Illustrative; Commercial Law, Gano.

References:—Commercial Law, Williams & Rogers; Compendium of Commercial Law, Townsend; Principles of Commercial Law, Musselman; Commercial Digest, McMaster; Business Law, White; Statutes of Arizona.

DEPARTMENT OF MUSIC

The study of music is now, as it should be, fully recognized as one of the essentials of any good course of instruction in Grammar, High, and Normal schools. Not only there, but the Universities, led by Harvard, are making it an elective study with its due proportion of credits. A working knowledge of the subject is essential to every person making preparation to teach in the Public Schools, as it is becoming more and more an important factor in every-day school work.

It is a broad subject, impossible to be covered entirely in a course such as ours; for which reason, the Voice only is the medium of expression studied, being regarded as of the greatest general utility in Public School work.

Vocal music, considered not only from an aesthetic and hygienic point of view, but upon the basis of mental discipline, is of no less value than the study of mathematics or science. It requires not only concentration of thought but the greatest nicety of discrimination in placing tones perfectly and delivering them with a due regard for rhythmical as well as tuneful effect. Every faculty of the mind must be brought simultaneously into play in order to give proper expression to the text, voice the emotions, and fully bring out the idea of the composer.

Instruction in this branch consists of voice development, the theory of music, and elementary harmony, the course covering a period of three years.

Students of advanced standing, entering for the first time, are required to make such grades as the faculty prescribes.

The general aim in this study is to develop the natural musical talent of the pupil, so far as the singing voice is concerned, treating the voice as a musical instrument and perfecting it as such to as high a degree as the time allotted to this study will permit in class work. But much may be accomplished by the ambitious student outside of the class room by the daily practice of the vocal exercises used and application of the principles taught in the school.

Our course provides vocal practice that will insure pure intonation and good enunciation; also the ability to read at sight, from the staff. The latter is simplified by chart work and the use of the modulator applied to the staff.

An important feature of our course in music is the opportunity for chorus practice and study of the best choral music. By this means the student is enabled to apply the knowledge gained in theory in a thorough and practical manner.

Pianos are available for practice of students, who can have stated hours assigned them, for such purpose.

Text-Books used:—Natural Music Series, Elements of Harmony, Stephen A. Emery; Laurel Song Book, W. L. Tomlins. (Last named book is furnished by school.)

Auxiliary Books:—The Library now contains much of the choicest literature on the subject of music, including Grove's Dictionary of Music and Musicians, so far as it has been issued from the press (to be completed this year).

PHYSICAL CULTURE

While the primary object of a school of this kind is the training of the mind, we recognize the fact that it is impossible to obtain satisfactory mental work if the physical condition of the student is neglected. The maxim, "A sound mind in a sound body," should carry the same force today that it did with the ancient Greeks. Students away from home are prone to neglect the matter of muscular exercises. For this reason, if for no other, some form of physical drill is a necessary adjunct to the course. The ordinary track athletics and field games furnish an excellent means of muscular development, and these are encouraged among the students in so far as they do not conflict with their work. However, the fact remains that such exercises can be of benefit to comparatively few of the students. In order, therefore, that every member of the student body may have opportunity for physical drill of the proper amount and kind, there is provided a course in physical culture work for the young women and military drill for the young men.

All girls who carry any work whatever in the school are required to take systematic physical training during the whole course, unless a certificate is presented from a physician, recognized by the school, stating that such exercise would be injurious.

The purposes of this work are:

1.—The attaining and maintenance of health, the development of a symmetrical body and the acquisition of a graceful and erect carriage.

2.—The bringing of every graduate to a mastery of physical training sufficient to secure valuable results for his pupils.

The system used is a modification of the Swedish system. Instruction is given in club, wand and dumb-bell drills. While some of the exercises will be taught in uniform series as drills, emphasis will be laid upon the distinct value of each exercise from a hygienic standpoint.

The character of the work is disciplinary as well as recreative, each exercise being done at word of command. Thus quick muscular response to mental stimuli is cultivated and the student learns to control his body in difficult situations.

Nearly all the movements are performed to the accompaniment of music, the inspiration of which insures interest and spontaneity.

Two periods a week are devoted to this work.

MILITARY DRILL

By the placing of military drill in the school course, several important objects are gained. In the first place, it is a valuable means of physical culture and training of the muscular sense. The exercise attendant upon a lively drill in the open air is of a nature well calculated to overcome the effects of close application to study, to promote a healthy circulation and to prepare the mind for more vigorous effort. Again, daily attention, even for short periods, to correct position in standing and walking, gives a springy step, an erect carriage and a soldierly bearing, that can scarcely be attained by any other means. Moreover, the strict discipline which is inseparable from properly conducted military work is eminently conducive to the acquiring of orderly and systematic habits, personal neatness, prompt response to direction, and self-control. At the same time, the gradation of authority and division of responsibility from private to captain, furnish a valuable object lesson in government, while the actual military knowledge gained makes the student a more valuable citizen, preparing him, as it does, the better to take upon himself the work of his country's defense in time of need. The objection which has sometimes been opposed to military drill because of its one-sided character is entirely met and overcome by the use of the setting-up exercises, the bayonet drill and the calisthenic exercises with and without the piece, while the attractive nature of the work gives to it that spontaneous character without which exercise is valueless.

The course, which is required of all male students who are free from physical disability, includes, the "setting-up exercises" as prescribed for the United States Army, the school of the soldier, the school of the company, the bayonet exercise, calisthenic and barbell exercises, extended order work and battle formation for the company acting alone, the ceremonies of parade and guard mounting and the duties of sentinels. The principles of battalion movements are explained and outlined in order to illustrate the relation of the company to larger bodies of troops.

By an act of the Twenty-first Legislative Assembly of the Territory of Arizona the military organization of the Normal School of Arizona is made a part of the National Guard of this Territory, to be known as the Normal School Cadet Company. The military instructor holds the rank of Captain, and commissions are issued to the student officers of the company. Upon graduating from the institution, or being honorably dismissed therefrom, such officers may resign their commissions or hold the same as retired officers of the Cadets, liable to be called into service by the Commander-in-Chief in case of war, invasion, insurrection or rebellion.

Under this law the requisite ammunition and accessories for a course in target practice will be furnished to the institution each year.

The drill is conducted in strict accordance with the regulations of the United States Army, and the company is annually inspected by the Inspector General of Arizona.

It was also inspected this year by Major C. J. Stevens of the 5th United States Cavalry.

Opportunity is given for target practice, a good range having been fitted up within a mile of the campus.

Three or four days are spent each year in camp, giving practical experience in camp routine, issue of rations, guard duty, signal practice and extended order work.

The uniform, which is required to be worn at all drills, is of cadet grey, neat in style, serviceable and comfortable. Directions for ordering the uniform will be furnished to prospective students upon application to the president.

Drills will occur four times per week during the year. None are excused from the regular drills except upon the presentation of a written certificate of disability signed by a physician.

ATHLETICS

The necessity of physical exercise has been fully explained under the headings "Physical Culture" and "Military Drill." Few schools in the West do more for the bodily development of the students than this one. The athletic training is under the personal charge of a competent director, who is a member of the faculty. Nowhere else in the Southwest can the clean-minded athlete find so good advantages for his highest development physically. Particular stress is laid upon gentlemanly conduct on the part of all those who participate, and as a result, the Tempe teams are commended everywhere for their true sportsmanship, and gentlemanly conduct.

Near the Girls' Dormitory are two ideal basket-ball courts for the benefit of the young ladies who enjoy that game. Several teams are annually organized and games are played with the teams of neighboring schools.

There is a large and flourishing Tennis Association, with nine excellent courts. Each year a tournament is held here between the teams representing the University of Arizona, the Phoenix Indian School, the Phoenix High School, and the Tempe Normal.

Additional interest is added by local contests, and annual tournament with the University of Arizona. Tennis is played the year round, and is one of the most enjoyable and popular pastimes of the Normal.

The baseball team showed its quality by twice winning the territorial championship. The diamond, located on the campus, is one of the best in Arizona; and adjoining it are the well-equipped training quarters, provided with shower baths, suits, gloves, and various other conveniences.

An annual schedule of games is arranged with the leading teams of the territory and many interesting games are played. A convenient and well-equipped grand-stand has been established on the Normal field. In this, as in all other sports, the most careful supervision is exercised, and the very highest grade of coaching given.

DEPARTMENT OF SLOYD AND MANUAL TRAINING

The course in manual training is devoted mainly to wood-working and shop drawing. The work of the past year has been chiefly preliminary, and there has been considerable over-lapping of problems throughout the grades and classes. But this has put the pupils in shape to follow a regularly prescribed course that aims to develop a thorough knowledge of the subject.

As outlined, the course embraces all grades of the training school above the fourth; and includes the first two years of the Normal. In the remaining three years the work is elective.

The chief aims of manual training as taught here are:—

1. To encourage and stimulate self-reliance, invention, neatness, proportion, harmony, and accuracy.

2. To give such knowledge of construction as will enable each student to make, design or repair furniture.

3. To cultivate judgment of value: that is, to enable the student to estimate such aricles of furniture or other construction as he might wish to acquire.

4. To plan and recognize correct effect in furniture, style or finish.

5. To assist Juniors and Seniors to plan and prepare courses of study and their presentation, to the end that they may become competent to teach the subject.

The problems designated to be executed by the various classes embody principles of construction and finish such as are within the ability of the student; and all discussions will center about these problems.

Other problems than those mentioned may be substituted, provided the same principles are embodied. The time devoted to the work is two periods a week.

As in other work in the grades, the training school pupils will be taught by means of a series of problems the fundamentals in preparing wood for use in construction. They will make articles that embody easy joints, finish, etc. Through the problems will come talks on wood and tools.

By grades, the training school pupils will make such articles as the following:

Fifth Grade:—Blotter pad, bread board, tooth-brush rack, pen tray.

Sixth Grade:—Towel roller, hat rack, key rack, spool-holder, foot-stool, hexagonal bread-board.

Seventh Grade:—Foot-stool, candlestick-holder, wall pocket, book-rack, coat-hanger, chip-carved mat.

Eighth Grade:—Tabourette, knife and fork box, plate rack, picture frame, square table, carved trays.

These problems are to be made from drawings, and pupils shall be required to understand and read same at the completion of the eighth grade, with ability to execute drawings for less complex projects.

The course allows considerable latitude as to the specific problems, but will insist upon certain joints being executed, as haunched, tenon and mortise, keyed mortise and tenon, half-lap, half-lap miter, dovetail, framing. The pupils will make such problems as the following:

Tabourette, center table, library table, settee, Roman chair, lamp stand, magazine case, plate rack, picture frame, piano bench.

These problems will be the foundation for discussions; of woods and their growth as related to constructive or building use; the making of paints and varnishes, and other related questions.

Plan and elevation drawing, isometric and cabinet projection, as well as pure mechanical drawing, dealing with geometrical principles, will be required sufficient to cover all bench work.

Juniors and Seniors who elect to take the work, will finish a series of problems to cover a suitable course for teaching. They will be required to write a course of study and to do a certain amount of teaching. The completion of this work will enable them to secure positions of manual training or to embody the work in general school work to a large extent.

The students have access to a number of reference books for assistance, among which the following are especially helpful:

Craftsman; Manual Training Magazine; School Arts Book; Chicago Course of Study, R. M. Smith; American Carpenter and Builder; American Cabinetmaker; Mechanical Drawing, Anson Cross; The Manual Training School, Woodward; Elementary Woodworking, Foster; Mechanical Drawing, Tracy; Primer of Forestry, Department of Agriculture; Problems in Woodworking, Murray; Woodworking, Hasluck.

CLASS OF 1907

ASSEMBLY ROOM

The Tempe Normal School of Arizona

GENERAL INFORMATION

LOCATION

The Tempe Normal School of Arizona owes its existence to an Act of the Territorial Legislature, approved March 10, 1885. It is located at Tempe, a city of 1200 inhabitants, nine miles from Phoenix, the capital of the Territory. It has railroad connections with the Southern Pacific and the Santa Fe systems by the Maricopa & Phoenix and Salt River Valley R. R., and the Phoenix and Eastern.

The climate during the whole school year is delightful. The school is located in the midst of an intelligent and moral community, engaged in farming and fruit raising. The buildings are of the latest design, provided with all the modern conveniences, well adapted to school purposes and pleasantly situated. Six church societies hold services in this city.

DESIGN

The legislative enactment which established this Normal School (Chap. III, Par. 2515, Sec. 1, Code of Arizona) provides that instruction shall be given in the "art of teaching," and also "in all the various branches that pertain to a good common school education;" also "in the fundamental laws of the United States and in what regards the rights and duties of citizens." An examination of the present course of study will show that the legislative intent has been carefully observed.

THE CAMPUS

The Normal grounds, which cover an area of twenty acres, have been beautifully laid out by an experienced landscape gardener. A fine system of graveled drives and walks, bordered with grassy lawns and lined with shade trees, shrubbery and flowering plants, gives the grounds the appearance of a well-kept park. The plants have been selected with a double purpose in view, that of beautifying the premises and at the same time furnishing illustrative material for the work in botany. Many species of palms,

cypresses and other plants foreign to this region have been planted, and a tract has been reserved for the typical plants of the desert, including the cacti, of which a large number has been obtained. The campus includes a parade ground for military drill, a basket-ball ground and tennis courts, and an athletic field, including foot-ball ground and running track.

BUILDINGS

NORMAL BUILDING

The Main Building was erected in 1894. It is a commodious structure, 136 feet long, 80 feet wide, and three stories high; the lower story is of brown sandstone, the other two of red pressed brick with sandstone trimmings. The edifice is beautiful in architectural design, convenient in arrangement, and substantial in construction.

SCIENCE HALL

The new Science Hall, the foundations for which will be laid the coming August, will be a two-story structure, 94 by 70 feet. Upon the first floor will be located a lecture room for physics and chemistry, and laboratories in physics, chemistry and physiography, while the second floor will afford space for the laboratories in biology and physiology, a museum and quarters for the department of drawing.

It is intended to make this building a model of its kind in every respect. The laboratories will be equipped in a thoroughly modern style with gas and water supply, electric current for experimental work and positive ventilation by means of fans. The latest designs of laboratory furniture will be installed and the stock of apparatus will be increased.

The offices will also be removed to this building, thus releasing for class-room use a large portion of the main building.

AUDITORIUM AND GYMNASIUM

The projected auditorium and gymnasium which will be begun at some time next year, will complete the scheme of arrangement of the principal buildings on the campus. This building will face the new Science Hall, and these, with the Main Building, will form a quadrangle which will be suitably laid out in lawns and adorned with flowering plants and shrubbery.

TRAINING SCHOOL

The new training school, for which provision was made by the Twenty-third Legislature, and which was completed last year, is located on the campus near the main building and is a thoroughly modern brick structure, covering a space of 130x136 feet. To avoid the use of stairs, all the rooms are upon one floor, comprising two offices, ten class-rooms, large double assembly room, and two manual training rooms. The latest and most approved ideas of school hygiene and arrangement are incorporated in its construction, and the furniture and equipment are entirely new and thoroughly up-to-date, making it one of the most convenient and best-equipped school buildings in the Southwest.

DORMITORIES

Students living at a distance from Tempe will find it greatly to their advantage to secure room and board in one of the dormitories connected with the school. There are two dormitories situated on the campus, one for young women and one for young men.

The girls' dormitory is situated near the southwest corner of the campus, facing the street on the west, and conveniently near the school buildings. It is constructed of brick, two stories in height, and furnishes rooms for 86 young ladies. Each room is intended for the accommodation of two students and is provided with two wardrobe closets, and with city hydrant water, electric light and steam heat. The furnishings of each room include carpet, study table, chairs, dresser, two single beds, with all necessary bed ding, blankets and linen, so that the student is not expected to furnish anything in this line. There are ample, well-lighted hallways, two large parlors and a comfortable sitting room. On both floors are located toilet rooms and baths, with hot and cold water. A piano is at the disposal of the dormitory students. The dormitory is under the supervision of an experienced preceptress, and is in all respects a model home. The location of the building is all that can be desired either from a sanitary or an esthetic standpoint. Facing the west, it commands an unobstructed view over green fields bordered with trees, to the Maricopa and Estrella mountains in the distance. The water supply is from the Tempe city water works, and is pumped from a deep well, thus being free from any possibility of contamination, and a chemical examination has shown it to be of superior quality for all purposes.

Owing to the increasing demand for dormitory accommodation, the Twenty-fourth Legislature has made provision for an addition

to the Girls' Hall, which is now under construction and will be ready for occupancy in September. This will increase the capacity of the dormitory to about 135.

BOYS' DORMITORY

The boys' dormitory is situated on the campus east of the training school, and is a two-story brick building of pleasing design. The furnishings are similar to those of the girls' dormitory, and each room is provided with hydrant water, electric light and steam heat. This dormitory is under the direct supervision of a member of the faculty, who resides in the building.

DINING HALL

The new dining hall which was recently erected at a cost of $6,500 is located midway between the dormitories and is a modern brick building, 60x85 feet. The dining room is light and airy and of a size sufficient to accommodate 200 boarders. The table furnishings are neat and attractive, and the kitchen is as fully equipped as that of a first-class hotel, and is in charge of an experienced cook. The table board is of excellent quality and well served.

PRINCIPAL'S RESIDENCE

A neat residence is being erected upon the campus east of the Main Building, for the use of the Principal. This is to be a two-story brick of eight rooms, with modern improvements, and by its attractive exterior and harmonious design will greatly add to the appearance of the group of buildings.

HEATING SYSTEM

A central heating plant has been installed at a cost of $15,000. This furnishes steam heat to all the buildings situated on the campus, securing proper regulation of temperature and ventilation without the annoyance and dust attendant upon the use of stoves.

EXPENSES

DORMITORIES

Board, room, light, heat, etc., can be procured in the dormitories at $16.50 per month. This includes all articles mentioned under the heading, "Dormitories." $14 per month will be charged for board at the Dining Hall to students who do not room in the dormitories. Board and room can be obtained in private homes if desired.

REGISTRATION FEE

All students of the Normal School, except the pupils of the Training Department, are charged an annual registration fee of $5, payable when they register for the year.

TUITION

A tuition of $5 per quarter is charged to special students. This includes the registration fee and is payable quarterly in advance. Special students are those who do not sign a declaration to pursue the regular Normal course, and who do not expect to become teachers. Such students are not required to take any of the professional studies of the course, and they may select such subjects from the course as will be most advantageous to them in pursuing special courses of study.

BOOKS

The cost of books and stationery varies from $10 to $15 per year. Examination paper, pens, inks, pencils, etc., are furnished to the students without expense.

RAILROAD RATES

Rates are allowed by all the railroads of the Territory to students on their way to and from the Normal. These rates are arranged on the certificate plan, the student paying full fare coming to Tempe, and receiving a certificate entitling him to a return trip at one-fourth regular fare. In order to secure these rates students must make application to the Principal of the school at least two weeks in advance in order that he may have time to make the necessary arrangements with the railroad companies.

APPOINTMENTS

The right to nominate a pupil biennially is secured to each member of the House and Council of the Legislative Assembly of Arizona, preference to be given for the space of sixty days next after the qualification of said member to pupils of the county from which said member is elected, after which time (no pupil accepting) he may nominate a pupil from any other county of this Territory. No tuition is charged regular students receiving the nomination, but each one pays an annual registration fee of $5.00.

It is greatly desired that the members of the Legislature, respectively, appoint students to the Normal School, as authorized by law, and the County Superintendents and all others interested in supplying the schools of this Territory with well educated and properly trained teachers should recommend to this school persons who desire to become teachers and who give promise of usefulness in that profession.

DEPARTMENTS

The school is organized in two divisions, the Normal Department and the Training School.

The Normal Department offers a five years' course, one-fourth of which is devoted to strictly professional instruction.

The Training School is an adjunct to the Normal proper, and is designed to give the members of the Senior class actual practice in teaching. The course articulates with the first year's work in the Normal, and comprises the eight grades of the public school course.

ADMISSION

1. THE NORMAL

Candidates for admission to the Normal department will be required to pass a satisfactory examination. Certificates from an accredited school will be accepted in lieu of such parts of this examination as the faculty sees fit.

2. ADVANCED STANDING

Candidates for advanced standing in the Normal department must convince the faculty that their preparation for any particular subject has been sufficiently thorough to enable them to pursue it profitably. This preparation may be shown either by an examination, by class records in the Normal, or by the certificate of accredited schools.

3. TIME OF ADMISSION

Students will find it greatly to their advantage to enter the Normal at the beginning of each semester; but they will be admitted at any time, subject to the above restriction.

GRADUATION

1. In order to receive a diploma from this institution a student must have attained the age of 18 years.

2. No student shall be admitted to senior standing who has more than 5 hours' work per week for the year, in addition to the regular senior course or its equivalent.

3. Candidates for graduation must have completed at least one full year's work in this school, and in addition to satisfactory standing in scholarship, must have given satisfactory evidence of a good moral character and the executive ability necessary to the proper management of a school.

4. Students from other institutions applying for senior standing must have completed a four years' high school course and must hold a teacher's certificate. They may also be required to pursue, in this school, one or more subjects below the senior year, at the discretion of the faculty.

5. The diploma entitles the holder to teach a primary or grammar school in any county in the Territory during life without examination. They are also accredited in the State of California.

EXAMINATIONS AND REPORTS

Students shall attend all required examinations of the year. A standing of seventy-five per cent constitutes a passing grade. This grade is based upon class standing and examinations.

On the same basis, seventy per cent constitutes a conditional grade, and the student may be required to review the subject. A grade below seventy per cent is a failure, and the subject must be taken over again by the student.

The examinations shall be in writing, or partly written and partly oral, and shall be conducted by the instructor in charge The examinations are held at irregular intervals, without notice to the students, and occupy only the recitation period.

Reports will be made at the end of each quarter to the parents and students, showing the standing in the subjects studied during the quarter.

GOVERNMENT

The endeavor of the faculty is to enforce strict discipline in all departments of the school, the aim being to secure this by an appeal to the honor of the student; but in case of failure to secure the desired end in this way, the faculty will not hesitate to enforce prompt obedience to all rules and regulations. Those who do not conform cheerfully to all requirements will be permitted to withdraw or be dismissed from the school.

LIBRARY AND READING ROOM

The school offers to students the advantages of a conveniently arranged and well lighted library and reading room on the first floor of the main building. The shelves contain a good working selection of standards in history, science, professional and general literature, educational reports, government reports, encyclopedias and other reference works. The professional and historical departments are especially well equipped, making it possible for work in those lines to be conducted on the seminary plan.

The library subscribes regularly for about eighty of the best magazines along literary, professional, scientific and general lines. As volumes of these magazines are completed, they are bound and placed on the shelves as reference books. One hundred and twenty bound volumes of magazines have been added to the library during the past year. Their use is facilitated by a cumulative index furnished by the library.

The total number of volumes is 5,000, and additions are made annually. A large order has recently been sent to the publishers and the new books will be placed on the shelves ready for use at the opening of the fall term.

The library is classified according to the most approved methods of library science, and is under the direct supervision of a trained librarian whose duty it is to aid the students in their researches and increase their knowledge of how to use the library. A dictionary catalog, arranged alphabetically by author, subject and title, greatly enhances the usefulnesses of the library. The reading room is open on all school days from 8:30 A. M. to 5:00 P. M.

LECTURES

In addition to lectures given by the Faculty, a series of entertainments of high order, mostly lectures, is arranged each year. They have been a source of great profit and pleasure to the student.

Several good lectures will be provided for the ensuing year.

The frequent appearance of prominent people upon the rostrum at the opening exercises, most of whom favor the students with short, eloquent and instructive addresses, is a pleasant feature of the school.

LITERARY SOCIETIES

There are in the Normal three well organized and well conducted literary societies—the Alpha, Olympian and Philomathean. Every student of the institution is a member of one of them.

The regular meetings of the societies are held Wednesday afternoon from 3:30 to 4:30, and programs are prepared for public entertainment from time to time during the year.

The regular meetings are conducted according to parliamentary usages, and are designed to acquaint their members with the customs and practices of deliberative bodies, to give an impetus to literary investigation and to develop a talent for literary work, public speaking, and extemporaneous speaking. The members of the Faculty are honorary members of all societies. The work of the students in these societies is considered a part of the regular work of the school.

In addition to these regular societies, the young men of the institution have organized a society for the special purpose of practice in debate. The society is known as the Athenian Debating Club, and meets in the Normal building each Tuesday evening.

PUBLICATIONS

During the school year the students publish a weekly paper, "Tempe Normal Student." It is illustrated with half-tones and from original drawings by the pupils of the Art Department, and is very attractive. Besides the local news, it contains papers on general interest to the public. Last year some of the leading men of the Territory and outside contributed to its columns, and some of the articles were of such value and interest as to call forth praise. The publication unites the alumni, parents and students. It is a four-page paper, 15x25—about the size of the ordinary newspaper page.

Last year the "Tempe Normal Student" offered a gold and silver medal to the students of the Arizona high schools to be competed for in a declamatory contest held at Tempe in March. The event was a great success, and the contest will be continued this coming year.

In connection with the weekly, the students issue during the week of commencement an illustrated "Daily" which records the events of those busy days; gives extracts of the essays, speeches read, and all other subjects of importance.

THE MUSEUM

A room in the main building has been set apart for the display of material illustrative of the work in natural science. Wall cases have been provided, and the supply of material includes a collection of fossil forms, a general collection of minerals, the nucleus of a collection of the minerals of Arizona, and a beginning of a series of the native woods of the Territory. There is a growing herbarium of native plants for comparison and illustration. Additions to the collections have been received during the past year from the following: Jos. Sheldon, Dr. Brechan, Mrs. Jas. Carroll, Mrs. Geo. N. Gage, Phil Mets, Wm. Woolf, Miss Rena Cole, F. C. Miller, Miss Dessie Howard, J. H. Simms.

LABORATORIES

The physical and chemical laboratory is equipped with suitable tables with water supply and waste pipes, and lockers for individual apparatus. The outfit of chemicals, glassware and apparatus is ample for a large class, each student being provided with the necessary apparatus for the series of experiments. The stock of physical apparatus, besides that necessary for lecture experiments and class demonstration, includes a sufficient number of

duplicate sets to enable an entire division to work simultaneously at the same exercise, by this means effecting a great saving of time in the laboratory practice.

The biological laboratory is furnished with tables to accommodate a large class, and is supplied with dissecting microscopes, glassware, dissecting instruments, etc. The stock of compound microscopes is yearly being increased, and there is an equipment of apparatus for the preparation of histological material.

PRIZES

The Moeur medal, awarded by Dr. B. B. Moeur, of Tempe, for excellence in debate, is contested for by representatives of the Olympian and Philomathean Literary societies, the medal being awarded to the best individual debater.

The Jones Prize, for scholarship, which was established by the late Dr. Chas. H. Jones, of Tempe, is awarded each year upon graduation to that student who has obtained the highest standing in class work during the three years immediately preceding gradution. The prize consists of a complete set of twenty volumes of Masterpieces of Literature, which, with a handsome case, becomes the personal property of the winner.

The Athenian Debating Club offers three gold medals annually as prizes for excellence in essay, declamation, and oration. The medals are competed for by the members of the regular literary societies during commencement week.

The Harvard Club of Arizona offers to the Seniors of the school a medal for the best essay on some topic connected with Arizona. The subject matter of the essay to be original.

The Alpha Literary Society offers three gold medals to its own members for excellence in essay, declamation and oration.

Other prizes will be given during each year to encourage oratorical work in the literary societies and to foster interest in inter-society debates.

THE ALUMNI

This association now numbers 293 members. It holds two regular meetings each year and an annual banquet the day after commencement.

It is confidently believed that all graduates of this school will manifest a lively interest in its welfare. Their influence on the schools of the Territory is already plainly seen, and will doubtless increase. The Faculty desires to be informed of the success of the graduates, and also to render them professional assistance as far as possible.

It is the desire of the Principal to know the permanent address of each one who has been graduated from the Normal school. Any change in residence or occupation, if made known, will be properly recorded. A mistake of any kind will be cheerfully corrected as soon as attention is called to it.

TEACHERS' BUREAU

The Faculty do not wish to be understood as agreeing to furnish employment for their students upon graduation, but feel warranted in saying that they have many opportunities of recommending teachers to good positions, and they are pleased to do so, thereby rendering a service mutually helpful to their students and to school officers.

The Principal of this school, when requested, will take pleasure in furnishing to school officers accurate information in regard to the fitness of students and alumni of this school to teach; also, when desired, will put them in communication with teachers seeking employment. In order to be able intelligently to recommend a teacher to a position, it is necessary that the Principal be in possession of a full, detailed, statement of the requirements of that position and of its surroundings.

CORRESPONDENCE

All correspondence in regard to the management of the school, expense of living, conditions of admission, etc., and all applications for catalogues and announcements, should be addressed to the Principal of the Normal School of Arizona, Tempe, Arizona.

Those who have decided to attend the Normal should write to us stating when they will arrive, so that we may meet them at the train. If you do not know upon what train you will arrive, and there is no one to meet you, come to the Normal building.

VISITORS

Visitors are made welcome at all times. Teachers and educators are especially invited.

We are also pleased to see patrons of the school, and are glad to have visitors at our morning exercises, which commence at 9 o'clock.

The school belongs to the Territory; show your interest in it by paying it an occasional visit.

REGISTER FOR 1906-1907

NORMAL DEPARTMENT

Anderson, Will.....Phoenix
Armitage, Ethel.....Benson
Armstrong, Alice.....Iowa
Ashcroft, George.....Tombstone
Axtell, Elizabeth.....Tombstone
Barkley, Hugh.....Buckeye
Barkley, Ollie.....Buckeye
Barkley, Robena.....Buckeye
Barnett, Kathryn.....Prescott
Beebe, Lillis.....Kelvin
Belknap, Carroll.....Skull Valley
Bellamy, Frankie.....Tempe
Bender, Harrison.....Kansas
Benedict, Arthur.....Tombstone
Benedict, Helen.....Tombstone
Bennett, Dant.....Maricopa
Benson, May.....Willcox
Biery, Joy.....Florence
Blake, Parley.....Tempe
Blakeley, Isabel.....Kingman
Blome, Helen.....Tempe
Blome, Maurice.....Tempe
Blount, Louise.....Tempe
Blount, Ralph.....Tempe
Bodily, Charles.....Idaho
Bond, Eliza.....Mesa
Bond, Goldie.....Mesa
Breedlove, Fannie.....Phoenix
Brown, Bessie.....Tempe
Brown, Stella.....Tempe
Buck, Vera.....Tempe
Bunch, Edith.....Glendale
Carlson, Alice.....Williams
Carrol, Hazel.....Mesa
Carter, Marcia.....Phoenix
Casanega, Anna.....Calabasas
Clifford, Jesse....Nacozari, Mexico
Cole, Lena.....Tempe
Cole, Rena.....Tucson
Collins, Helen.....Florence
Conroy, Olive.....Tempe
Corbell, Louis.....Tempe
Corbell, Mary.....Tempe
Corbell, Pearl.....Tempe
Corson, Frances.....Tempe
Cosner, Margaret.....Tempe
Cowen, Sadie.....Tombstone
Cox, Loreen.....Jerome
Crandall, Florence.....Yuma
Critchley, Josie.....Tombstone
Crook, Pearl.....Tempe
Crouch, Charles.....Mesa
Cuber, Leo.....Mesa
Cummings, Maude.....Tempe
Cummins, Blanche.....Tempe
Cummins, James.....Tempe
Curry, Anna.....Naco
Curtis, Jessie.San Bernardino, Cal.
Czarnowski, Frank.....Congress
Czarnowski, Leora.....Congress
Davis, Mabelle.....Bisbee
Davis, Paul.....Tempe
Devore, Jennie.....Globe
Devore, Robert.....Globe
Dickinson, Meda.....Tempe
Dines, Flossie.....Tempe
Dobbie, Fannie.....Mesa
Duval, Helen.....Phoenix
Dykes, John.....Mesa
Dykes, Leonard.....Mesa
Easterwood, Iva.....Tempe
Edwards, Inez.....Tubac
Eichenberger, Mildred...Cairo, Ill.
Elder, Annette.....Phoenix
Ellingson, Harry.....Tempe
Ellis, Dora Jean.....Tempe

NAME	ADDRESS
Fellows, William	Tempe
Finch, Lora	Tempe
Fitzgerald, Catherine	Prescott
Fitzgerald, May	Solomonsville
Forsee, Blossom	Tempe
Gildea, Grace	Nogales
Gilleland, Millicent	Tempe
Greenlaw, Vera	Flagstaff
Gregg, Clarence	Tempe
Gregg, John	Tempe
Griffen, Olive	Tempe
Gordon, Ernna	Phoenix
Hadlock, Charles	Mesa
Hadsell, Anna	Buckeye
Hadsell, Mamie	Buckeye
Halbert, Jackson	Christmas
Halleck, June	Signal
Hanna, Frank	Tempe
Hanson, Wiley	Tempe
Harmon, Ben	Tempe
Harmon, May	Tempe
Harris, Nellie	Tempe
Haulot, Emma	Phoenix
Haulot, Mary	Phoenix
Hayes, Maud	Buffalo, N. Y.
Hazlewood, Johnnie	Young
Hendriz, Bertrande	Tempe
Hibbert, Florence	Mesa
Hibbert, Leo	Mesa
Hibbert, Maude	Mesa
Hickey, Iris	Kelvin
Hickey, Rey	Kelvin
Hicks, Grace	Bisbee
Higley, Thomas	Phoenix
Hill, Jessie	Tombstone
Holmes, Fred	Tempe
Hopen, Ella	Pine Dale
Hough, Mary	Tempe
Howard, Dessie	Johnson
Hubbard, Genevieve	Globe
Hudlow, Ulah	Oklahoma
Hurler, Jennie	Mesa
Jaime, Rosa	Safford
James, Heighton	Phoenix
Jobs, Marjorie	Phoenix
Johnston, Edith	Tempe
Jones, Doctor	Mesa
Jones, Dorothy	Congress
Jones, Ethel	Bisbee
Jones, Laura	Tempe
Jones, Lucy	Congress
Jungermann, Albert	Tempe
Jungermann, Otto	Tempe
Kavanaugh, Rose	Troy
Keating, Lulu	Bisbee
Kenney, Lucy	Bisbee
Kidd, Grace	Flagstaff
Kidd, Mary	Flagstaff
Kindred, Evelyn	Bisbee
King, Virgil	Phoenix
Lacy, Alice	Solomonsville
Larson, Gladys	Tombstone
Larson, Nathaly	Bisbee
Leake, Dora	Douglas
Leavell, Marjorie	Tempe
Leavell, Mary	Tempe
Lee, Ivy	Phoenix
Leebrick, Bessie	Tempe
Lewis, Amy	Tempe
Lewis, Sadie	Tempe
Lohman, Ernestine	Tempe
Lorona, Eliza	Florence
Lukin, Ruby	Tempe
Lyall, Emma	Phoenix
McComas, Ray	Tempe
McComas, Ruth	Tempe
McGill, Laura	Tombstone
McKay, May	Congress
McKay, Nettie	Congress
McKee, Blanche	Phoenix
McNeley, Allene	Phoenix
McNichol, Kittie	Humboldt
McNulty, Frances	Tempe
McPherson, Josephine	Tombstone
Mansfield, Lucile	Phoenix
Marlar, Lou	Phoenix
Martin, Nellie	Mesa
Merritt, Alice	Bisbee
Merritt, Harriett	Prescott
Meyer, Mabel	Tempe
Miano, Arizona	Tombstone
Miller, Clyde	Tempe
Miller, Emma	Tempe

NAME	ADDRESS
Miller, Fay	Tempe
Miller, Frank	Tempe
Miller, Halbert	Tempe
Miller, Rosie	Tempe
Millet, Art	Tempe
Millet, Neoma	Tempe
Minor, Bert	Canyon Diablo
Moeur, Hubbard	Tempe
Moss, Earl	Phoenix
Mullen, John	Mesa
Murphy, Imogene	Tempe
Murphy, Mildred	Tempe
Murphy, Nelly	Tuba
Nash, Lucy	Globe
Nichols, Warren	Tempe
Painter, Alberta	Tempe
Painter, Juanita	Tempe
Parry, Elizabeth	Tempe
Parry, Frank	Tempe
Patterson, Myrtle	Williams
Pearce, Zetta	Mesa
Pennington, Clyde	Douglas
Perry, Agnes	Phoenix
Perry, Maude	Phoenix
Pew, Ellis	Mesa
Pew, William	Mesa
Pickrell, Charles	Tempe
Pine, Clarence	Tempe
Pine, Nellie	Tempe
Pomeroy, Francelle	Mesa
Pomeroy, Minnie	Mesa
Pool, Ada	Mammoth
Potts, Gertrude	Kingman
Prewitt, Fletcher	Bowie
Priest, Annie	Tempe
Priest, Lourdes	Tempe
Quinn, Georgia	Kansas
Quinn, Jean	Kansas
Rabinnovitz, Amelia	San Carlos
Rich, Ione	Tempe
Ricketts, Gertrude	Camp Verde
Rieckhoff, Fred	Tempe
Robbins, Inez	Tempe
Robertson, Dorris	Globe
Robertson, Lillian	Globe
Rogers, Drua	Mesa
Rogers, Elva	Mesa
Rogers, Mabel	Mesa
Rogers, Norma	Mesa
Ruse, Eva	Tempe
Rush, Ovillah	Placerita
Russell, Olin	Oklahoma
Ryan, Ora	McCabe
Saylor, Ray	Tempe
Schaal, Della	Douglas
Schmidt, Irma	Tempe
Schmidt, Laura	Tempe
Schoshusen, Edith	Tempe
Shivers, Maud	Solomonsville
Shrigley, Sam	Bisbee
Sirrine, Ethel	Mesa
Sirrine, Maud	Mesa
Smith, Irene	Phoenix
Spear, Lola	Tempe
Standage, Earl	Mesa
Stauffer, Lemmie	Glendale
Stephens, Belle	Phoenix
Stewart, Ben	Tempe
Stewart, LeRoy	Mesa
Stewart, Maude	Tempe
Stewart, Norton	Tempe
Stewart, Owen	Mesa
Stobbs, Edna	Phoenix
Swiggett, Charles	Phoenix
Tamborino, Palmyra	Congress
Tawney, Wilma	Nebraska
Taylor, Arthur	Phoenix
Thomas, Frank	Globe
Thompson, Carrie	Colton, Cal.
Thompson, Nonie	Colton, Cal.
Todd, Hazel	Winslow
Tomlinson, Georgia	Tempe
Tompkins, Ruby	Phoenix
Turner, Mary	Oklahoma
Turner, Ruth	Oklahoma
Trent, Nellie	Mesa
Vanderwalker, Lulu	Tempe
Van Noate, Corinne	Tempe
Vensel, Sydney	Phoenix
Walker, Iva	Tempe
Walsh, Aileen	Gila Bend
Warner, Grace	Tempe

NAME	ADDRESS
Warner, Zepha	Tempe
Waterhouse, Jessie	Tempe
Webb, Jay	Roosevelt
Webb, Mabel	Roosevelt
Webb, Ruth	Roosevelt
White, Arthur	Mesa
Wiatt, Lottie	Phoenix
Wilcox, Georgia	Tombstone
Woolf, Irene	Tempe
Woolf, Mabel	Tempe
Zeigler, Mae	Prescott

TRAINING DEPARTMENT

EIGHTH GRADE

Acton, Grace . . Dudleyville, Ariz.
Blome, Harold . . . . Tempe, Ariz
Brandenburg, Annie . . . . . Mammoth, Ariz.
Cassanega, Nellie . . Nogales. Ariz.
Cosner. Orville . . . Tempe, Ariz.
Corbell, Homer . . . Tempe. Ariz.
Goodwin, Leona . . . Tempe, Ariz.
Gilleland, Eugene . . Tempe, Ariz.
Hopen, Viola . . . . Pinedell, Ariz.
Haby, Romeo . . . . . Globe, Ariz.
Hanna, Howard . . . Tempe, Ariz.
Johnston, Kenneth . . Tempe, Ariz.
Munson, Ingborg . . . Tempe, Ariz.
Pickrell, Wm. . . . . Tempe, Ariz.
Robbins, Ruth . . . . Tempe, Ariz.
Roberts, Artie . Dudleyville, Ariz.
Saylor, Alson . . . . Tempe, Ariz.
Sund, Aaron . . . . . Tempe, Ariz.
Sheldon, Joseph . . . El Paso, Tex.
Tawney, Barbara . . Pierce, Neb.
Turner, Eva . . . . . Tempe, Ariz.
Thompson, Claud . Kingman, Ariz.
Westover, Chas. . . . Tempe, Ariz.

SEVENTH GRADE

Alexander, Marie . . Tempe, Ariz.
Corbell, Paul . . . . . Tempe, Ariz.
Cole, Maud . . . . . Tempe, Ariz.
Cole, Rita . . . . . Tempe, Ariz.
Fisk, Floyd . . . . . Tempe, Ariz.
Faurr, Ida . Dragoon Summit, Ariz.
Ford, Anna . . . . . Tempe, Ariz.
Goodwin, Julius . . . . Tempe, Ariz.
Griffin, Horace . . . Tempe, Ariz.
Gilleland, Ernest . . . Tempe, Ariz.
Hackett, Letha . . . Tempe, Ariz.
Holsapple, Sarah . . . Tempe, Ariz.
Harmon, Pansy . . . . Tempe, Ariz.
Meskimmons, Lilian . Tempe, Ariz.
Miller, Edna . . . . . Tempe, Ariz.
Miller, Wallace . . . Tempe, Ariz.
Nash, Wm. . . . . Cananea, Senora, Mex.
Parry, Fred . . . . . Tempe, Ariz.
Parry, Chas. . . . . Tempe, Ariz.
Parry, Katherine . . Tempe, Ariz.
Pine, Walter . . . . Tempe, Ariz.
Robbins, Irene . . . . Tempe, Ariz.
Ruiz, Caroline . . . . Tempe, Ariz.
Sturgeon, Beulah . . Tempe, Ariz.
Sturgeon, Chas. . . . . Tempe, Ariz.
Still, Nellie . . . . . Tempe, Ariz.
Spangler, Carl . . . . Tempe, Ariz.
Seals, Geo. . . . . Tempe, Ariz.
Zeigler, Edward . . . Tempe, Ariz.

PRIMARY AND INTERMEDIATE GRADES

Abril, Antonio
Abril, Ventura
Alexander, Enid
Barrowdale, Margo
Bauer, Marie
Bender, Lester
Benedict, Howard
Benetis, Jose
Benetes, Pedro
Blount, Raymond
Brady. Forest
Chapin, Lucy
Clark, William
Cole, Annie
Cole, Charles
Cole, Lewis
Cole, Lois
Cole, Ruth
Cole, William
Corbell, Beulah
Corbell, Ethel
Corbell, Mabel
Corbell, Victor
Crook, Lanier
Crook, Veiva
Curnow, Frances
Daggs, Charlie
Daggs, Mary
Dobbie, Searles
Estes, Everett
Estes, Ida
Estes, Robert
Estes, Ruby
Fisk, Louise
Flumerfelt, Percy
Ford, Dean
Ford, Dove
Ford, Vera
Frizzell, Florence
Garner, Harry
Geach, Frances
Goodwin, Gordon
Grable, Dorothy
Grieves, Alma
Grieves, Robert

Haigler, Eva
Hall, Frank
Hanson, Lucy
Harmon, Tom
Hibbert, Alice
Hibbert, Amy
Hibbert, Charley
Hibbert, May
Hildredth, Eulalie
Holsapple, Clifford
Holsapple, Marion
Holsapple, Raymond
Hu, Lydia
Hudlow, Grace
Hudlow, Oscar
Hunt, Lester
Hunt, Siloma
Imperial, Amalia
Imperial, Mercedes
Ivester, Dewey
Ivester, Flora
Ivester, Florence
Johnston, Dorothy
Johnston, Helen
Johnston, Janet
Laney, Grant
Laney, Mabel
Leebrick, Paul
Leebrick, Samuel
Lohman, Ernest
Longan, Lawrence
Manley, Mildred
Martin, Hattie
Matley, Welcome
Meyer, Harry
Meyer, Margaret
McGaughey, Miller
McGaughey, William
McLennon, Kenneth
Miller, Anna
Miller, Gussie
Miller, Horace
Moss, Bryan
Moss, Florence
Moss, Leo
Moss, Lula Virginia
Mullen, Kenneth
Mullen, Thaddeus
Noriego, Beatrice
Ochoa, Petra
Oviedo, Marguerite
Oviedo, Rosa
Oviedo, Susie
Painter, James
Painter, Marguerite
Parry, Susan
Pickrell, Kenneth
Quinn, Katherine
Quinn, Mabel
Robertson, Alleen
Robbins, Dick
Richards, Roy
Ruiz, Joe
Ruiz, Josie
Ruiz, Mary
Seals, Irvin
Seals, Neva
Sedig, Herman
Simmons, Linton
Spangler, Lola
Spangler, Lula
Stone, Addie
Stone, Frankie
Stone, Isabella
Stone, Margaret
Stone, Ollie
Stuart, Grace
Teeter, Earl
Teeter, Eva
Teeter, Glen
Teeter, Sam
Thatcher, Georgie
Turner, Ethel
Turner, Nevada
Uvez, Carmalita
Van Riter, Eleanore
Walker, Marjorie
Westover, Stella
Wickliffe, Lura
Wickliffe, Winnie

SUMMARY OF REGISTRATION

Normal Department, including Class of 1907	272
Training Department	187
Total	459

ALUMNI REGISTER

CLASS OF 1887

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Etta Broomell (Mrs. J. Webster Johnson)	Four Years	Los Angeles
Georgia A. Holmesley (University of Arizona)	Eleven Years	Clifton
Reese M. Ling (District Attorney, Yavapai County)	Two Years	Prescott
Colonel James H. McClintock	Five Years	Postmaster, Phoenix
Gertrude Pomeroy*	Five Years	

CLASS OF 1888

Kate Cummings (Mrs. Fisher Bailey)	Five Years	Tempe
Martha Sears*	Five Years	
Henry Q. Robertson	Eighteen Years	Globe

CLASS OF 1890

Nanna Brown (Mrs. John Knight)	Three Years	Tempe
Lena Coughran (Mrs. J. M. Sears)	One Year	Tempe

CLASS OF 1891

Lee Gray, LL. B. (Yale, 1893) (Attorney)		Los Angeles
Josephine Frankenberg	Five Years	Tempe

CLASS OF 1892

Lillian J. McAllister		Los Angeles, Cal.
Victoria B. Shaw (Mrs. Geo. K. Smith)	Two Years	Tucson

CLASS OF 1893

Mamie Anderson (Mrs. J. E. Boyd)	Four Years	Wickenburg
Agnes Halbert*		
W. I. Melton	Ten Years	Toluca, Cal.
Lidia Rembert	One Year	San Francisco
Mary Wingar (Mrs. Harry Archibald)	Eleven Years	Pasadena, Cal.
Chas. C. Woolf, LL. B. (Univ. of Colo.) (Attorney)		Tempe

CLASS OF 1894

Myrtle Alpin (Physician at Napa Insane Asylum)	One Year	East Highland, Cal.
Joseph T. Birchett	One Year	Tempe
Addine Bury (Mrs. Ira Reedy)	Eight Years	La Cananea
Nettie Clay (Mrs. Ashby Hawes)	One Year	Tempe
Agnes Dobbie (Mrs. J. D. Loper)	Ten Years	Mesa
Allie Gray (Mrs. Joe Sparks)	Nine Years	El Paso, Tex.
Leroy F. Hill		Birmingham, Ala.
Mary E. McNeill	Twelve Years	Tempe

*Deceased

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
John Metz	Six Years	Tucson
Blanche Newell	Ten Years	Mesa
Rosina Pomeroy	Six Years	Mesa
Ella Saunders	Two Years	Shumway, Miss.
(Mrs. Louis Cordon)		
Anna R. Stewart	Nine Years	Tempe
Ida W. Woolf	Five Years	Tempe
(Mrs. A. J. O'Connor)		

CLASS OF 1895

Mariam Anderson	One Year	Wickenburg
(Mrs. M. A. Davenport)		
John R. Birchett	Two Years	Tempe
John J. Carroll		Tempe
Carrie Culver	Eleven Years	Corona, Cal.
Lottie Gibson	Two Years	Tempe
(Mrs. R. L. Mullen)		
Allie Holmesley	Six Years	Pima
(Mrs. Josiah Williams)		
J. Wallace Morse	Two Years	St. Louis
Chas. P. Mullen	Two Years	Tempe
Roscoe Walsworth, LL. D. (Harvard University, '05)		Boston
Maude J. Welcome	Four Years	Tucson
(Mrs. Hudson Searles)		
Bertha Wilson	Eleven Years	Tempe
E. Stanley Windes	Six Years	Tempe
(Mrs. Dr. Metzgar)		

CLASS OF 1896

J.Lawrence Abell	One Year	Tucson
Nellie E. Culver	Seven Years	Imperial
(Mrs. Roy Frankenberg)		
Don J. Frankenberg	One Year	Tempe
Nott E. Guild		Tucson
Florence G. Hanna	Four Years	Tempe
(Mrs. J. B. Flummerfelt)		
Carl T. Hayden	Sheriff Maricopa Co.,	Tempe
Jane M. Hedgpeth	Ten Years	Phoenix
Lewis P. Hedgpeth	Ten Years	Phoenix
Georgia A. Hendrix	Three Years	Nordheim, Tex.
(Mrs. L. C. Austin)		
Amina W. McNaughton (A. B. 1898)	Ten Years	Pasadena, Cal.
Deborah I. Morris	Two Years	Benson
(Mrs. Doane Merrill)		
Julia R. Nichols	Four Years	Phoenix
(Mrs. B. C. Calhoon)		
Bertha M. White	Eight Years	Bisbee
(Mrs. Reese)		
Roy Frankenberg		Imperial

CLASS OF 1897

May A. Austin	Two Years	Tempe
(Mrs. William M. Goodwin)		
Julius G. Hansen		Los Angeles, Cal.
Adele Hauxhurst	Nine Years	Redondo, Cal.
May C. Huffer	Two Years	Globe
(Mrs. Bondhower)		
Jane P. Martin	Two Years	Scottsdale
(Mrs. Verner A. Vanderhoof)		

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Ana M. Miller	Three Years	Phoenix
(Mrs. L. D. Yeager)		
Clara M. Miller	Seven Years	Buckeye
(Mrs. Z. M. Zander)		
Flora L. Mills	Eight Years	Los Angeles. Cal.
J. Oscar Mullen	Seven Years	Tempe
Ada M. Peyton	One Year	Phoenix
(Mrs. William Dodenhoff)		
Mary C. Robinson	Two Years	Mesa
(Mrs. W. J. Bowen)		
Lucy M. Schwarz	Eight Years	Mesa
Addie Sirrine	Five Years	Mesa
(Mrs. Ellis Johnson)		
Verner A. Vanderhoff	Four Years	Scottsdale
Walter S. Wilson	Ten Years	Phoenix
Alice B. Windes	Ten Years	Morenci

CLASS OF 1898

Edith R. Abell		Mesa
(Mrs. Dr. Drane)		
Mary C. Bosbyshell	One Year	Douglas
(Mrs. Chas. Rhone)		
Flora N. Cohn	Nine Years	Los Angeles
Elizabeth W. England	Two Years	Galesburg. Ill
Louie V. Gage	Three Years	Silver Bell
(Mrs. Dr. Dennett)		
Una B. Hanna	Three Years	Kingman
(Mrs. E. G. Decker)		
J. Wesley Hill	Two Years	Tucson
Olive J. Maxwell	Five Years	Los Angeles
(Mrs. C. A. Stewart)		
Florence A. McKee	Four Years	Phoenix
(Mrs. Chas. Arnold)		
Julia E. Melton	Six Years	Downey, Cal.
Mary R. Moore	One Year	Bisbee
(Mrs. J. T. Hood)		
Ethel M. Orme	Four Years	Phoenix
(Mrs. E. W. Lewis)		
Charlotte E. Perry		Phoenix
(Mrs. Homer Redden)		
William R. Price		Phoenix
Clyde A. Stewart	One Year	Los Angeles
Ida Warren Swiggett	Eight Years	Phoenix
Walter H. Wilbur	Banker	Tempe

CLASS OF 1899

Garnett Allison	Three Years	Mesa
Bessie Frances Archbald	Seven Years	Los Angeles
Eva L. Bowyer	Five Years	Phoenix
(Mrs. E. N. Jenkins)		
Lutie Marion Carlyle	Four Years	San Bernardino, Cal.
Nettie E. Clark	Two Years	Tempe
(Mrs. A. M. Harmer)		
Robert O. Duncan	Six Years	Phoenix
Inez B. Fisher	Seven Years	Tempe
Jessica Frazier	Seven Years	Denver
Martha Garnett	Seven Years	Phoenix
Garfield A. Goodwin		Tempe
Lena Rivers Hartsfield	Six Years	Tucson
(Mrs. Will Payne)		

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Ella Leota Hauxhurst (Mrs. Harry Galliver)	Six Years	Phoenix
Harry G. Hendrix	Five Years	Tempe
Benjamin E. Hicks		Globe
Margaret Beatrice Hughes	Five Years	Weir City, Kansas
Frank R. Kellner (Mrs. J. Baxter Lewis)	Two Years	El Paso, Texas
D. Maude Lincoln (Mrs. A. C. Lockwood)	Four Years	Douglas
Alice A. Morse	Six Years	Phoenix
Lillian M. Murray (Mrs. Irving Andrews)		Los Angeles, Cal.
Grace Newell (Mrs. Guy Collins)		Roosevelt
Edna A. Ozanne (Mrs. Walter S. Wilson)	Three Years	Phoenix
L. Clay Henshaw (Mrs. Ed. Bowers)	Two Years	Phoenix
Zebulon Pearce	Six Years	Mesa
Minnie A. Perry (Mrs. Joe Bassett)	Two Years	Cordes
Madge P. Richmond (Mrs. Oscar Roberts)	Five Years	Phoenix
Gilbert States, M. D.	Three Years	Franklin, Idaho
Ida W. Temple (Mrs. E. C. Piper)	Five Years	Benson
Ruby M. Tucker (Mrs. Chas. Woolf)	Four Years	Tempe
Lillian A. Vaughn (Mrs. J. Dunbar)	Two Years	Benson
Emma Peyton (Mrs. Geo. Swindel)	Four Years	Manila, P. I.
Mary Malvina Wallace (Mrs. A. W. Woods)	Five Years	Bisbee
Veronica White	Seven Years	Bisbee
Lulu Belle Wingar (Mrs. Dr. R. R. Root)	Four Years	Pima

Owing to the action of the Board in extending the Course of Study, no class was graduated in 1900.

CLASS OF 1901

Noble Carter	Two Years	Manila. P. I.
Alma Morgan Davis	Two Years	Leorin, Idaho
Alice A. Fultz (Mrs. Archambeau)	Two Years	Prescott
Hattie M. Green (Mrs. Henry Lockett)	Three Years	Phoenix
Edna Lucy Greenleaf*	Two Years	
Dean Ely Godwin	Two Years	Ann Arbor, Mich.
Minnie A. Hill		Phoenix
Elizabeth India Hedgpeth	Six Years	Phoenix
Josephine K. Hottinger (Mrs. Jessie Bunk)	Four Years	Santa Rosa. Cal.
Perla E. Martin (Mrs. Ed. Halderman)	Two Years	Bisbee
Eleanor Atlee Merriam	Six Years	Phoenix
Mary Emma McNulty	Six Years	Tempe
Helen Marion Stewart (Mrs. Ellis Wilcox)	Two Years	St. David
Elizabeth Schwarz (Mrs. Jones)	Four Years	Mesa

*Deceased

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS

CLASS OF 1902

Serretta Anne Sirrine	Six Years	Mesa
Charles Albert Stauffer		Phoenix
Ethel M. Wilbur (Mrs. W. Dorman)		Mesa
L. Grace Webb	Six Years	Globe
Alice B. Appleby	Three Years	Tempe
Rachel Brady (Mrs. Levi Walker)	One Year	Tempe
Jessie F. Creager	Three Years	Los Angeles, Cal.
Florence C. Ford	Five Years	Prescott
J. H. Gerard	Three Years	Phoenix
Leona L. Gibson	Five Years	Whittier, Cal.
Grace M. Goodwin	Two Years	Santa Rosa, Cal.
Charles A. Haigler (Univ. So. Cal.)		Los Angeles, Cal.
Victoria F. Harmon	Five Years	Tempe
Leona M. Haulot	Five Years	Tempe
Clara W. Johnson	Five Years	Phoenix
D. D. Jones	Four Years	Mesa
Orren C. Jones	Five Years	Laei Oahu, H. I.
Stella F. Ross	Six Years	Mesa
Mary J. C. Snyder (Mrs. Kendrick)	Two Years	Bumblebee
Orpha C. Standage (Mrs. O. Babbitt)	One Year	Mesa
Edith F. Stewart	Five Years	Bisbee
Harry R. Trusler, LL.D., Class '06.	One Year	Ann Arbor, Mich.

CLASS OF 1903

Charles Alexander	Three Years	Tempe, Ariz.
Raymond H. Alexander	Three Years	Lee Summit, Mo.
Elizabeth Cosner	Four Years	Tempe
Alice Curnow	Three Years	Tempe
E. Murray Curnow		Bisbee
Lelia Hicks (Mrs. Thos. Long)		Livingstone
Rose Irene Hottinger	Four Years	Santa Rosa, Cal.
Janie Izora Irvine (Mrs. J. M. Lindsey)		Sunnyvale, Cal
Ida May Johnson	Four Years	Tempe
Emma Laura King (Mrs. Alma Davis)	One Year	Leorin, Idaho
Mamie Gertrude King	Four Years	Phoenix
Lynn M. Laney		Univ. Cal., Berkeley
Ina Lucinda Listebarger (Mrs. J. Randolph Hamlin,		618 Gail St., Los Angeles
Clarence Mark Paddock		Reclamation Service, Fallon, Nev.
George Reed	Four Years	San Diego, Cal.
Elmer F. Ruse	Three Years	Tempe
Orrin L. Standage	Four Years	Mesa

CLASS OF 1904

Deborah Allen	Three Years	Mesa
Rebecca Allen (Mrs. O. A. Phelps)	Two Years	Mesa
Winifred E. Allison (Mrs. Johns)	Two Years	England
Fannie Armitage	Three Years	Benson

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Helen Axtell	Three Years	Tombstone
Ernest Corbell	Three Years	Tempe
Grace Culver	Three Years	Tempe
Lucy Cummings (Mrs. J. F. Warner)	One Year	Washington, D. C.
Mabel Goldsworthy (Mrs. Fred Kenny)	One Year	Bisbee
Alice Grier	Three Years	Phoenix
Adelaide Kindred	Three Years	Bisbee
Louise Lynd	Three Years	Tempe
Sallie Miller (Mrs. Paul Seitz)	Two Years	Lordsburg, N. Mex.
Mary Millet	Three Years	Tempe
Charlotte Mullen	Three Years	Tempe
Getha Munds (Mrs. A. A. Benedict)	Two Years	Camp Verde
Jennie Munds (Mrs. David Wingfield)	One Year	Camp Verde
Della Penn	Three Years	Santa Monica, Cal.
Ida Penn	Three Years	Santa Monica, Cal.
Pansy Robbins	Three Years	Tempe
Marion Thomas	Three Years	Yuma
Everett Wilbur	One Year	Tempe
Maude Wilson	Three Years	Tempe

CLASS OF 1905

Florence Armitage	Two Years	Fairbank
Jessie Blake	Two Years	Tempe
Jessie Clark	Two Years	Benson
Mattie Corbell	Two Years	Yuma
Alice DeForest	Two Years	Troy
Nellie Duncan	One Year	Mesa
Frank Dykes	Two Years	Mesa
Alice Greenleaf	Two Years	Yuma
Ione Greenleaf	Two Years	Yuma
Edgar Hendrix	Reclamation Service,	Babb, Mont.
Frank Hough	Reclamation Service,	Fallon, Nev.
Alma Jones	Two Years	Mesa
Laverna Lossing	Two Years	Phoenix
Bertha Lyall	Two Years	Phoenix
Ina McComas	Two Years	Tempe
Helen MacIntyre	One Year	Phoenix
Mary Mullen	Two Years	Douglas
Elma Pulsifer	Two Years	Gettem, Tulare Co., Cal.
Margaretha Schwarz	Two Years	Mesa
Harry Van Noate		Los Angeles
Vessa Wright	Two Years	Bisbee

CLASS OF 1906

Laura Agnew	One Year	Tempe
Mabel Anderson	One Year	Tempe
Harry Brown	One Year	Tempe
Mamie Cain	One Year	Prescott
Clara Clem	One Year	Camp Verde
Eula Clem (Mrs. W. H. Dougherty)	One Year	Wickenberg
Delila Carrol	One Year	Bisbee

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Maud Collins	One Year	Benson
Alma Cowan	One Year	Bisbee
Iva Cox	One Year	Chemawa, Ore.
Olivia Doherty	One Year	Nogales
Ethel Doherty		Nogales
Harriet Gaddis	One Year	Clifton
Genevieve Gerald	One Year	Globe
Ada Halderman	One Year	Dragoon
Alma Harris	One Year	Tempe
Hazel Hendrix	One Year	Tempe
Alta Holmes	One Year	Tempe
Clifford Johnston	One Year	Tempe
Bertran Jones	One Year	Mesa
Rollin Jones	One Year	Mesa
Reinhold Jungermann	One Year	Tempe
Mabel Kemp (Mrs. A. C. Duffy)	One Year	Vail, Ariz.
James King	One Year	Phoenix
Annes Keating	One Year	Florence
Karl Leebrick	One Year	Clifton
Lucy Leftwich	One Year	Jerome
Anna Matthews	One Year	Tempe
Carrie Marlar (Mrs. G. Bright)		Phoenix
Marina Priest	One Year	Tempe
Clarence Standage		Mesa
Jean Standage (Mrs. Don Le Baron)	One Year	Mesa
Sadie Stauffer	One Year	Morenci
Bertha Stewart	One Year	Mesa
Mary Stilwell	One Year	Phoenix
Elizabeth Ullman	One Year	Morenci
Hester Wallace	One Year	Bisbee
Gladys Wright	One Year	San Bernardino, Cal.

CLASS OF 1907

NAME	P. O. ADDRESS	NAME	P. O. ADDRESS
Barnett, Kathryn	Prescott	Kenney, Lucy	Bisbee
Bellamy, Frankie	Tempe	Leavell, Mary	Tempe
Benedict, Helen	Tombstone	McNichol, Kittie	Humboldt
Blome, Helen	Tempe	Merritt, Alice	Bisbee
Brown, Stella	Tempe	Murphy, Nelly	Tuba
Cole, Rena	Tucson	Quinn, Georgia	Tempe
Critchley, Josie	Tombstone	Rabinnovitz, Amelia	San Carlos
Dobbie, Fannie	Mesa	Ruse, Eva	Tempe
Griffen, Olive	Tempe	Stauffer, Lemmie	Glendale
Hadsell, Mamie	Buckeye	Stewart, Maud	Tempe
Haulot, Emma	Tempe	Stobbs, Edna	Phoenix
Hayes, Maud	Buffalo, N. Y.	Tamborino, Palmyra	Congress
Holmes, Fred	Tempe	Thompson, Carrie	Tucson
Hubbard, Genevieve	Globe	Vensel, Sydney	Phoenix
Jaime, Rosa	Safford	Walker, Iva	Tempe
Jones, Ethel	Bisbee	Total number of graduates, 292	

TEMPE NORMAL SCHOOL
OF ARIZONA

Views of Buildings, Grounds,
Interiors, etc.

DRIVEWAY THROUGH THE NORMAL GROUNDS, LOOKING WEST

TRAINING SCHOOL

GIRLS' DORMITORY

DINING HALL

BOYS' DORMITORY

PARLOR IN GIRLS' DORMITORY

ROOMS IN GIRLS' DORMITORY

DINING ROOM

STAIRWAY IN NORMAL BUILDING

BASE BALL TEAM, 1907

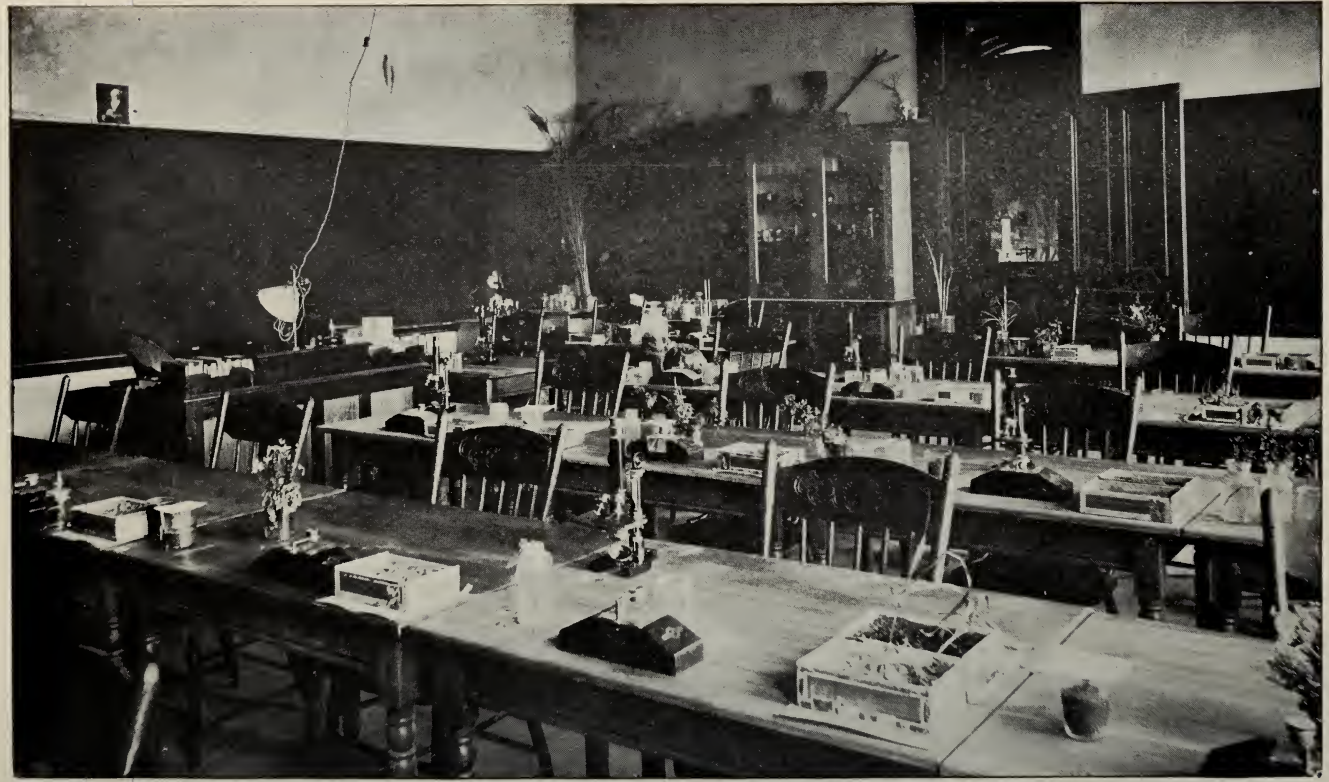
BASKET BALL TEAM, 1907

TENNIS CLUB, 1907

MILITARY COMPANY STARTING ON A LONG MARCH

STAFF OF THE SCHOOL WEEKLY, "THE TEMPE NORMAL STUDENT"

ATHENIAN DEBATING CLUB



BIOLOGICAL LABORATORY

AUDITORIUM

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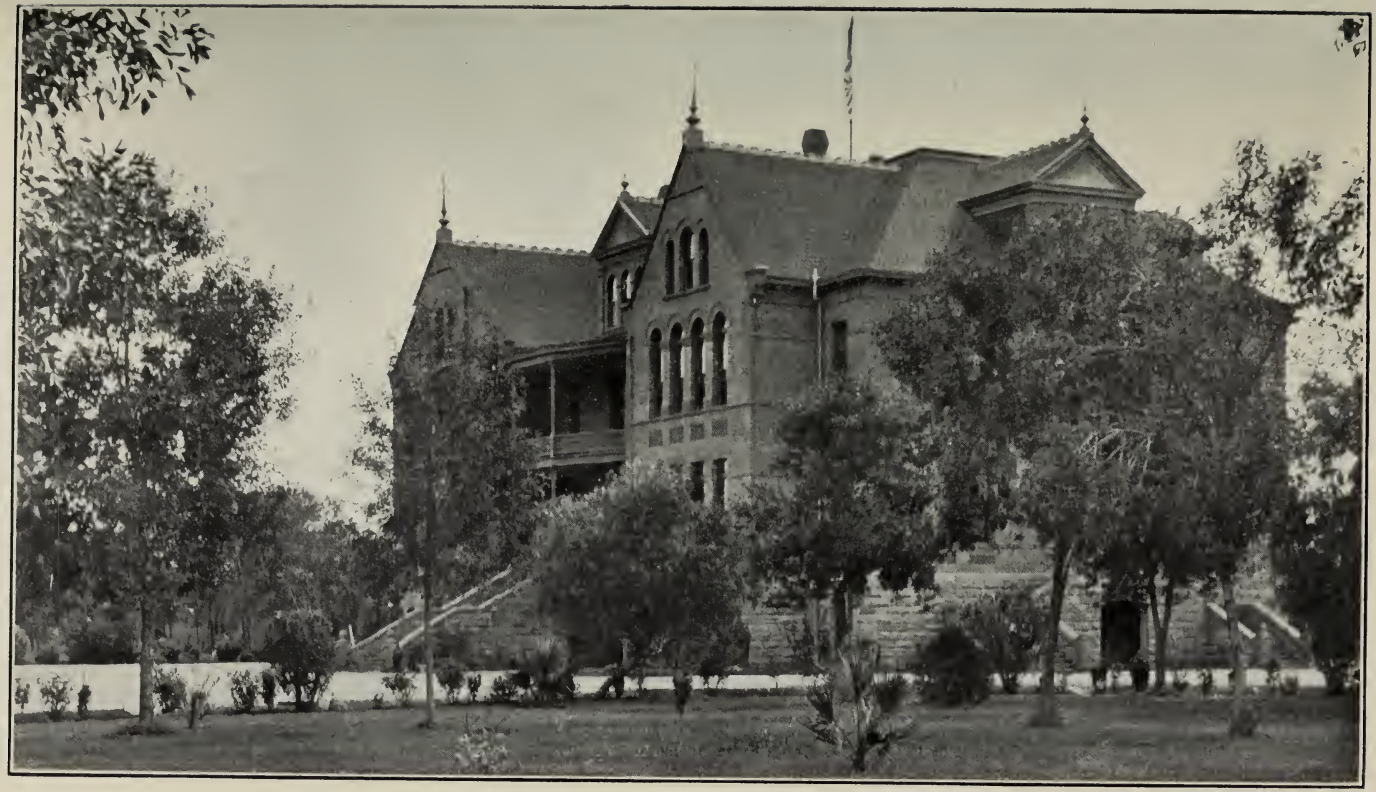
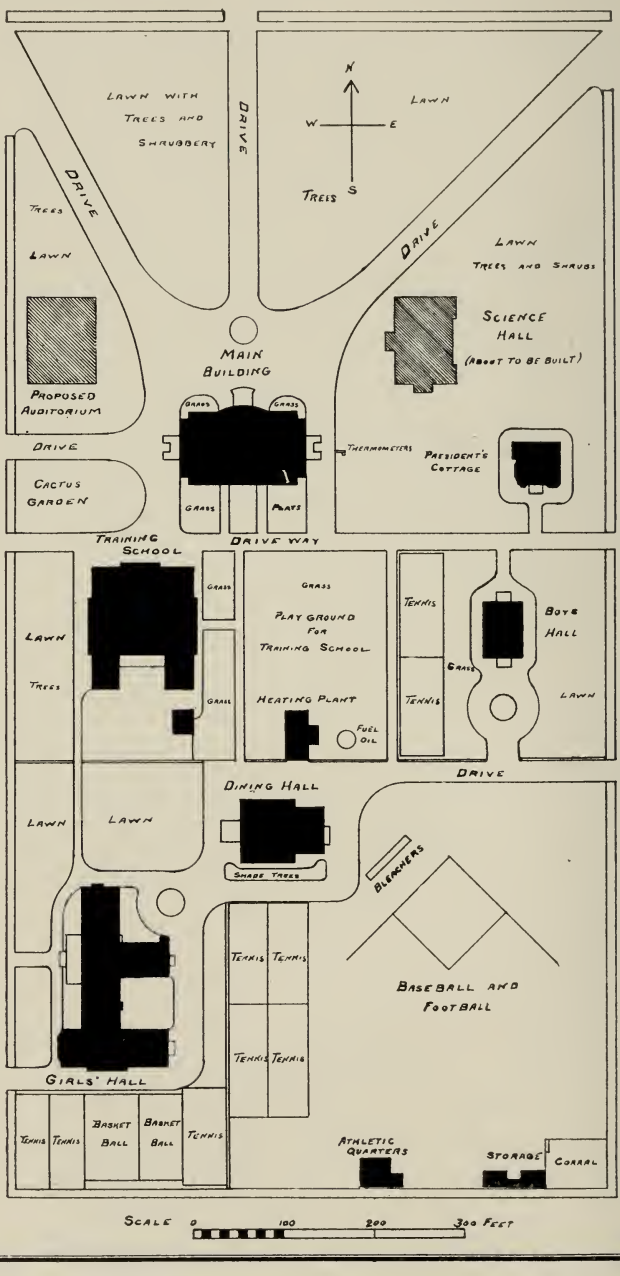
The Tempe Normal School *of* Arizona

at Tempe

Annual Catalogue
1908-1909



MAIN BUILDING, TEMPE NORMAL SCHOOL OF ARIZONA



PLAT OF GROUNDS AND BUILDINGS

TWENTY-THIRD ANNUAL
CATALOGUE OF

The Tempe Normal School *of* Arizona

AT TEMPE, ARIZONA

For the School Year

1907 - 1908

With Announcements for
1908 - 1909

Press of The McNeil Company
Phoenix, Arizona

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J. D. LOPER ..... Mesa

W. W. McNEFF ..... Phoenix

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1907-08

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BERTRAN JONES, Vice-President ..... Mesa
MAMIE KING, Secretary ..... Phoenix
LOUISE LYND, Treasurer ..... Tempe

CALENDAR FOR 1908-1909

1908

First Semester begins	September 7
Entrance Examinations and Classification	September 7-8-9
First Quarter ends	November 13
Second Quarter begins	November 16
Thanksgiving Vacation	November 26-27
Holiday Vacation begins	December 19
Holiday Vacation ends	December 27

1909

First Semester ends	January 22
Second Semester begins	January 25
Entrance Examination and Classification	January 25-26
Third Quarter ends	April 2
Fourth Quarter begins	April 5
Examinations and Commencement Exercises	June 7-11

FACULTY 1908-1909

A. J. MATTHEWS, Principal,
School Economy and School Law.
F. M. IRISH,
Physical Science and Military Drill.
R. H. H. BLOME, Ph. D.,
Pedagogy, Psychology, and Director of Training School.
W. J. ANDERSON, B. S.,
Drawing and Bookkeeping.
J. L. JOHNSTON,
Vocal Music.
GEORGE M. FRIZZELL, B. Pd.,
Mathematics.
EDNA NEWBERT, B. L.,
English.
JAMES F. HALL, A. M.,
Latin.

* .....

Literature, Elocution and Physical Culture.
History and Civics.
FRED C. AYER, M. S.,
Biology and Director of Athletics.
ROBT. M. GEORGE, M. A.,
English and Mathematics.
GRACIA L. FERNANDEZ, A. B.
Spanish and Librarian.
A. B. CLARK,
Manual Training, Sloyd and Carpentry.
LAURA DOBBS,
Secretary to the President and Board.
IVA CARUTHERS,
Critic Teacher Seventh and Eighth Grades.
LEONA M. HAULOT,
Critic Teacher Fifth and Sixth Grades.
LOUISE LYND,
Critic Teacher Seventh and Eighth Grades.
MARY E. McNULTY,
Critic Teacher First and Second Grades.

* .....

MRS. ELIZABETH C. BROWN,
Matron of Girl's Dormitory.
GEO. W. WILSON,
Superintendent of Buildings.
HARRY WALKER,
Superintendent of Grounds.

* .....

Engineer.

* To be supplied.

COURSES OF STUDY—English Course

FIRST YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Grammar and Composition	20	5	Grammar and Composition	20	5
Reading	20	5	Arithmetic	20	5
Algebra	20	5	Algebra	20	5
Spelling and Word Analysis	20	2	Spelling and Word Analysis	20	2
Drawing	20	2	Drawing	20	2
Music	20	2	Music	20	2

SECOND YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Rhetoric and Composition	20	5	Rhetoric and Composition	20	5
Algebra	20	5	Algebra	20	5
Biology (Field & Laboratory)	20	5	Biology (Field & Laboratory)	20	5
Ancient History	20	5	Ancient History	20	5
Drawing	20	2	Drawing	20	2
Music	20	2	Music	20	2

THIRD YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
English Literature (3) Theme Writing (2) (S)	20	5	English Literature (3) Theme Writing (2) (S)	20	5
Geometry	20	5	Geometry	20	5
Physiography	20	5	Physiology	20	5
Mediaeval & Modern Hist.	20	5	United States History	20	5
Drawing (S)	20	2	Drawing (S)	20	2
Music (S)	20	2	Music (S)	20	2

JUNIOR YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
American Literature (3) Grammatical Analysis (2)	20	5	American Literature (3) Grammatical Analysis (2)	20	5
Physics (Laboratory)	20	5	Chemistry or Physics (Laboratory)	20	5
Arithmetic (S)	20	4	Geography (S)	20	4
Science of Government	20	5	Pedagogy	20	5
Psychology	20	5	Observation in Training Sc	20	1
Music	20	2	Drawing	20	1
			Music	20	2

SENIOR YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Practice Teaching	20	5	Practice Teaching	20	5
Logic and Philosophy of Education	20	5	Hist. of Education and Ethics	20	5
Bookkeeping and Com. Law	20	5	School Law and School Economy	20	5
Methods	20	5	Methods	20	5

N. B.—(S) Spanish as an elective for the subjects indicated.

LATIN COURSE

FIRST YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Grammar and Composition	20	5	Grammar and Composition	20	5
Reading	20	5	Arithmetic	20	5
Algebra	20	5	Algebra	20	5
Spelling & Word Analysis	20	2	Spelling & Word Analysis	20	2
Drawing	20	2	Drawing	20	2
Music	20	2	Music	20	2

SECOND YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Rhetoric and Composition	20	5	Rhetoric and Composition	20	5
Algebra	20	5	Algebra	20	5
Biology (Field & Laboratory)	20	5	Biology (Field & Laboratory)	20	5
Latin	20	5	Latin	20	5
Drawing	20	2	Drawing	20	2
Music	20	2	Music	20	2

THIRD YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
English Literature (3) / Theme Writing (2)	20	5	English Literature (3) / Theme Writing (2)	20	5
Geometry	20	5	Geometry	20	5
Latin	20	5	Latin	20	5
Mediaeval & Modern Hist.	20	5	United States History	20	5
Drawing (S)	20	2	Drawing (S)	20	2
Music (S)	20	2	Music (S)	20	2

JUNIOR YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Latin	20	5	Latin	20	5
Physics (Laboratory 5)	20	5	Chemistry or Physics (Laboratory)	20	5
Arithmetic (S)	20	4	Geography (S)	20	4
Science of Government	20	5	Pedagogy	20	5
Psychology	20	5	Observation in Training Sc	20	1
Music	20	2	Drawing	20	1
			Music	20	2

SENIOR YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Practice Teaching	20	5	Practice Teaching	20	5
Logic and Philosophy of Education	20	5	Latin	20	5
Latin	20	5	School Law and School Economy	20	5
Methods	20	5	Methods	20	5

NOTE.—Length of the School Year in both courses is forty weeks.

The first number denotes the number of weeks, the second the number of periods per week. The length of a period is 45 minutes. Military drill or physical culture is taken four periods, and chorus work one period per week by all classes throughout the course.

N. B.—(S) Spanish as an elective for the subjects indicated.

ANALYSIS OF COURSE OF STUDY

INTRODUCTION.

The fact that the primary aim of a Normal school is the training of teachers is made prominent throughout the course. In each department the teacher not only presents the lesson to his class, but discusses with the students the method of presentation and requires them to note his plans of work in all parts of the subject. Thus the teaching idea is pre-eminent in the minds of all Normal students from the beginning of the course, and they are able to model their own work as teachers upon what they have seen as well as upon that which they study in text-books on theory.

The relation between the professional and academic work is maintained during the Senior Year by the pupil-teachers consulting frequently with such members of the Normal School faculty as have charge of the subject they are teaching in the Training School.

The members of the Normal School faculty are also expected to prepare outlines of work, special lessons and lectures pertaining to the methods of teaching their special subjects and present the same to the senior class. This work, both as to time of presentation and subject matter, to be indicated by the Director of the Training School.

The relation is further maintained by the members of the Normal School faculty visiting the pupil teachers while they are teaching the subjects pertaining to their department and offering such criticisms or suggestions as may be helpful to them.

By such methods the professional side of the work is empha sized and correlated with the academic work throughout the entire course, the students are thoroughly prepared for teaching, and the special object of the Normal School accomplished.

DEPARTMENT OF ENGLISH

Instruction in English embraces the two lines of work—Language and Literature. The branches studied in this department are Word Analysis, Grammar, Rhetoric, Composition, Grammatical Analysis, Theme Writing, Reading and Literature. The purpose of the work is two-fold—to secure in the student accuracy and facility in the expression of thought, and a genuine appreciation and love for the best literature. The two lines of work are closely correlated, so that knowledge of the essentials of grammar and composition, ability in clear and pointed expression, power of interpretation and appreciation of thought are emphasized in each phase of the work. It is the desire in the course to make the student not only efficient but inspiring teachers of English.

The works used for study in Literature, Rhetoric, Grammatical Analysis, Theme Writing and Reading include the list of entrance requirements to the chief Western Universities.

READING

This course in reading is carried by all regular students during the first semester of the first year. The class recites five times a week. The aims of the course are:

(a) To improve the student's oral reading of standard literary productions, to develop the power of interpretation and stimulate the imagination.

(b) To give the members of the class an intimate acquaintance with and a pleasurable interest in some of the "literature of power."

Pronounciation is made a subject of special attention and the principles of correct expression and phrasing are taught. Practical suggestions on emphasis, inflection and cadence are given. Some time is given to memorizing and reciting simple selections. The selections read are of a varied nature so that the student will become familiar with the different methods of bringing out the meaning expressed in the work of the best authors.

This year the class read the following:

Scott's "Marmion."

Shakespeare's "Julius Caesar."

Shakespeare's "Merchant of Venice."

Selections from "Cumnock's Choice Readings."

SPELLING AND WORD ANALYSIS.

The work in spelling and word analysis demands two hours a week during the entire first year. The aim is two-fold: to teach written spelling, and to enlarge the student's vocabulary.

The first step in this course is the mastery of the symbols and abbreviations commonly used by lexicographers; and, preparatory to the year's work, the student is given a rapid review in phonetics, syllabification, and the simpler rules of spelling, with special instruction and practice in the subject of defining.

After this brief preliminary work, spelling is taught by a short, direct, daily, written drill on words commonly misspelled, the word lists being so made up as to bring about a constant repetition of the stumbling blocks. The method is old fashioned and aims at old-fashioned results in spelling.

The chief purpose of the course, however, is to enlarge the student's vocabulary, and a constant effort is made to stimulate the interest of the class in the study of words as words. To this end the student is required to commit to memory the roots listed in the text, and these foreign roots are used as a basis for written and oral exercises in the analysis, definition and use of English words. The course tends toward securing a ready and accurate diction, and insures some familiarity with the use of a dictionary.

Text books: Webster's Academic Dictionary; Swinton, "New Word Analysis."

References: Trench, Richard Grant White, Greenough and Kittredge.

GRAMMAR

This course constitutes a thorough review of the essentials of, grammar with special study of sentence structure. During the first semester a simple review is made of the fundamental principles of English grammar—the parts of speech, and their properties and uses. The second semester is devoted to a more detailed study of the sentence, with constant practice in both the logical and the grammatical analysis of English idiom.

The first year course in composition is correlated with the courses in grammar and word analysis. The themes required are always brief, and, in criticism, emphasis is laid on two points: diction and sentence structure.

The aim of the English courses for the first year is to insure a foundation, and to this end the work is made simple, direct and practical.

Text-books: Allen, "A School Grammar of the English Language;" Kimball, "The English Sentence."

References: Maxwell, Whitney, Bain, Goold Brown.

COMPOSITION

The purpose of the composition work is to develop in the student the power to express his thoughts not only clearly, correctly, and forcefully, but originally and spontaneously. The work seeks for skill in oral expression as well as in written; to that end every effort is made to encourage the student to talk clearly and easily, and class discussions, debates and short talks are a part of the required composition work. There will be regular consultation periods, that each student may have the benefit of individual criticism of all written work.

The course of the first year is a practical one. Its aim is to teach punctuation, sentence and paragraph structure, logical thinking. The themes required are short, dealing with subjects within the interest and knowledge of the student. In the second year, in connection with the rhetoric work, the principles underlying the various forms of prose literature are studied directly from selections from our best authors, and these selections are used as models for original work. Originality and individuality are sought for more and more as the work advances. Practice in the criticism and correction of papers is considered an important part of the preparation for the actual teaching of composition.

Guerber's "Myths of Greece and Rome" will be used in connection with the work of the first year. The class has also read, this last year, Pope's "Illiad." In the second year, Kavana and Beatty's "Composition and Rhetoric" forms the basis of the composition work.

RHETORIC

The aim of this work is to lead the student to appreciate worthy diction and style, as exemplified in our masters of English, to recognize, through analysis of various pieces of literature, the essential elements of good composition, and to apply this knowledge to improve his own writing and speech.

The course includes the study of figures of speech, versification, style sentence and paragraph structure, and the complete theme, embracing the four types of composition.

Emphasis is put upon the rhetorical analysis of various selections from literature, these selections being made from the college entrance requirements in English. The past year the following were read:—

Irving's "Alhambra."

George Eliot's "Silas Marner."

Lowell's "Vision of Sir Launfal," and other poems.

Whittier's "Snow Bound," and other poems.

Poe—Poems and Tales.

Scott's "Lady of the Lake."

Hawthorne —The Old Manse and a Few Mosses.

The text-book used is Kavana and Beatty—"Composition and Rhetoric."

THEME WRITING

In the third year, theme writing alternates twice a week with English Literature. The course strives not only for clear and correct expression, but also for the development or literary style. There is much practice in all the four forms of composition—description, narration, exposition, and argument. A strong point is made of oral expression and of the correcting of themes. Where possible, this work is correlated with the work in literature.

GRAMMATICAL ANALYSIS

Two periods a week throughout the Junior year are devoted to this course. A thorough review of grammar is given. The aim is to give the student a definate knowledge of the essentials of the subject, and also of how to teach these essentials. As a basis for the work, this last year, the class read:—

Coleridge—"Ancient Mariner."

Webster's "First Bunker Hill Oration."

Washington's "Farewell Address."

Lillian Kimball's "The English Sentence," is used as a text.

ENGLISH LITERATURE

This course is pursued by all regular Third year students. Three periods a week throughout the year are devoted to the work. The aims of the course are: To enable the student to read intelligently and appreciatively; to make him realize that literature is a representation of life; to develope somewhat the power of discrimination in his recognition of indivdual style.

At the very outset the student is made to see that the study of literature must go hand in hand with historic development, and that the literature of a people is but the reflection of a national life. Eespecial attention is paid to literary movements, to the

essential qualities which differentiate one period from another, and to showing the animating spirit of each age.

A review of the history of English literature from 449 to 1900 is given. This stretch of history is taken in six convenient periods and a survey is made of each period. The source of the literature and the reasons for the perfection of certain literary forms at different epochs are considered. Some masterpieces of each period are read.

This year the class read: Selections from the Caroline Poets; Shakespeare's "As You Like It;" Milton's "L'Allegro," "Il Penseroso," "Lycidas;" Dryden's "Alexander's Feast," "St. Cecilia's Day;" Addison's "Sir Roger de Coverly Papers;" Gray's "Elegy Written in a Country Churchyard;" Goldsmith's "Vicar of Wakefield" and "The Deserted Village;" Johnson's "Rasselas;" Cowper's "On Receipt of My Mother's Picture," "To Mary," and others; Burns' "Songs and Lyrics;" Wordsworth's "Ode on Intimations of Immortality," some of his sonnets; Tennyson's "The Princess," "The Passing of Arthur;" selections from Keats, Byron, Shelley; Ruskin's "Sesame and Lilies;" Carlyle's "Essay on Burns."

Texts—"History of English Literature," Halleck; Palgrave's Golden Treasury of Songs and Lyrics.

The following are a few of the reference books accessible:—Ten Brink, "English Literature;" Jusserand, "A Literary History of the English People;" Taine, "English Literature;" Courthope, "A History of English Poetry;" Ward, "A History of English Dramatic Literature;" Dowden, "Shakespeare, His Mind and Art;" Ordish, "Shakespeare's London;" Snider, "The Shakespearean Drama;" Ten Brink, "Five Lectures on Shakespeare;" "Carlyle's Critical and Miscellaneous Essays;" "Macaulay's Critical and Historical Essays;" Gwynn, "The Masters of English Literature;" Woodberry, "Makers of Literature;" "Wendell, "The Temper of the Seventeenth Century in English Literature;" Leslie Stephen, "Hours in a Library;" Kellogg, "English Literature;" Shaw, "History of English Literature;" Minto, "Characteristics of English Poets;" Pancoast, "Introduction to English Literature;" H. A. Beers, "English Romanticism;" Morley, "English Men of Letters" (complete series); Seccombe, "The Age of Johnson;" Oliphant, "The Victorian Age;" Whipple, "The Literature of the Age of Elizabeth;" Herford, "The Age of Wordsworth;" Snell, "The Age of Chaucer;" Garnett, "The Age of Dryden;" Dennis, "The Age of Pope;" Walker, "The Age of Tennyson;" VanDyke, "The Poetry of Tennyson;" Harrison's "Tennyson, Ruskin, Mill;" Brooke, "Tennyson, His Relation to Modern Life;" Mabie, "Shakespeare, Poet, Dramatist and Man;" Saints-

bury, "A History of Nineteenth Century Literature;" Rawnsley, "Ruskin and the English Lakes;" Bagehot, "Literary Studies;" "Library of the World's Best Literature;" Alden's "Universal Literature;" "Library of American Literature;" also the complete works of all important writers. Numerous biographies.

AMERICAN LITERATURE

This course is given in the Junior year. Three periods a week throughout the year are devoted to this work. A general survey of American literary history is given. A study will be made of the greatest writers, including such thinkers as Jonathan Edwards and Benjamin Franklin; essayists, Ralph Waldo Emerson and Washington Irving; novelists, J. F. Cooper and Nathaniel Hawthorne; poets, Bryant, Poe, Whittier, Longfellow, Holmes, Lowell and Whitman.

This year the class read the following masterpieces: Irving's "Life of Goldsmith;" Cooper's "The Spy;" Bryant's "Sula," and others; Emerson's "Self-Reliance," "Compensation," "Each and All," and other poems; Hawthorne's "Marble Faun;" Holme's "Autocrat of the Breakfast Table;" Lowell's "Fable for Critics;" selected Poems and Tales of Poe; Longfellow's "Hiawatha," "Tales of the Wayside Inn," "Poems on Slavery," ballads, "The Building of the Ship," "Morituri Salutamus," and others; Whittier's "Mable Martin," and others.

The following references are used: Barett Wendell, "A Literary History of America;" Richardson, "American Literature;" Stedman, "Poets of America;" Trent, "American Literature;" Mitchell, "American Lands and Letters;" Burton, "Literary Leaders of America;" Lawton, "The New England Poets;" Howells, "Literary Friends and Acquaintances;" Smiley, "Manual of American Literature;" Higginson, "Old Cambridge;" American Men of Letters Series; Beacon Biographies; Pickard, "Whittier Land;" Hale's "Lowell and His Friends;" Mead, "The Influence of Emerson;" Curtis, "Literary and Social Essays;" Marble's "Thoreau, His Home, Friends and Books;" Julian Hawthorne's "Hawthorne and His Circle." Numerous other biographies and the complete works of all the important writers of American prose and poetry.

Text—"Introduction to American Literature," by Brander Matthews.

DEPARTMENT OF MATHEMATICS

Mathematics always has formed, and always must form, an essential element in every course of study. It will hardly be disputed that those qualities of mind which contribute to success in any occupation are the alertness which enables one to take advantage of opportunities as they present themselves, the accuracy which prevents falling into error, and that consecutiveness of thought which enables us to see clearly from the beginning the end to be obtained, as well as the individual steps which render its attainment possible. But these qualities of mind are just the ones which mathematical processes, developed according to psychological laws, are best calculated to produce. It is our aim to so present each lesson in mathematics as to develop accuracy, rapidity, and the power of logical analysis. While it is intended that the student shall be made familiar with all those topics in arithmetic, algebra and geometry usually taught in schools of this rank, nevertheless, no more topics will be undertaken than can be thoroughly mastered.

ARITHMETIC

Arithmetic is studied during one Semester in the First Year. The aim in this class is to make a thorough review and study of the underlying principles, as well as to give rigorous drill in rapid and accurate calculation. The necessity of being accurate will be emphasized, for advancement in mathematics must be slow so long as error is prevalent in calculations. Methods of checking and proving the work will be noticed in connection with all parts of the subject. Special attention will be paid to common fractions, metric system, proportion, and percentage and its applications.

During the Junior year Arithmetic is again studied for one Semester, with a view of thoroughly reviewing elementary and higher arithmetic. The aim will be to broaden the view, give a thorough comprehension of underlying principles and a capability of making difficult arithmetical calculations. The subject will be presented from the standpoint of the teacher, thus bringing out methods of presentation, so that graduates of the Normal when they become teachers may be able to lead their pupils into habits of clear and logical thinking, concise and exact expression, and rapid and accurate calculation.

Text-book:—Robinson's New Higher.

References:—Ray's Higher, Wentworth's Higher, Milne's Standard, Davies' University, Walsh, White, The New Franklin.

ALGEBRA.

The study of algebra is pursued throughout the first two years of the course. The first year the effort is to give the student a clear understanding of the signs and symbols used in algebraic notation, the laws and principles governing the same; to generalize arithmetical operations and to develop the equation as a means of studying the relation of quantities and the solution of problems in arithmetic, thus laying the foundation for the future study of algebra and geometry and for the study of arithmetic from the professional standpoint. Emphasis is placed upon factoring and the principles governing linear equations.

The Second Year there is made a careful study of quadratics, proportion, logarithms, etc. The effort is made to lead the student into habits of clear and consecutive reasoning.

Text-book:—Well's Essentials of Algebra.

References:—Wentworth, Bowser, Milne, Taylor, Jocelyn, Fisher, and Schwatt.

GEOMETRY

The course in geometry is taken up during the third year and is carried throughout the entire year. The course includes both concrete and demonstrative geometry, the former being taught in connection with Drawing. Demonstrative geometry will embrace both plane and solid. Size-relations will be considered, first, by immediate comparison of magnitudes, and afterwards by means of their numerical measure. Abundant exercise in oral demonstrations will be given to secure elegance and conciseness of expression, and when the art of rigorous demonstration shall have been acquired, the student will be required to devise his own solutions.

Text-book:—Gore's Plane and Solid Geometry.

References:—Phillips and Fisher, Milne, Bowser, Shultz, Sevenoak, Hobbs and Wentworth.

DEPARTMENT OF SCIENCE

The aim of the work in this department is not so much the collection of a large store of facts as the thorough training of the student in systematic methods of scientific study and the inculcation of habits of close and accurate observation, orderly thought and logical expression. The student is required to obtain a working knowledge of the fundamental principles of the sciences, and is led to recognize their practical application. The laboratory courses offered, both in the physical and biological sciences, afford abundant opportunity for acquiring facility in the manipulation of apparatus and in the handling of material. The instruction is chiefly academic, its application to nature work in the elementary schools being reserved for the practice department, where each subject receives special attention. However, in selecting the exercises and in conducting the recitations, the attention of the future teacher is frequently directed to the availability in his chosen calling of the knowledge he is here acquiring, and the pupil-teachers are given assistance and advice in arranging courses in nature study for the different grades of the Training School.

With the completion of the new Science Hall, this department will be housed in excellent laboratories, which will be equipped in proper style with ample apparatus for the various courses offered. It is the aim of the Board to keep the department abreast of the times and new apparatus is continually being added to the stock as the progress of methods demands. There is a large and growing collection of material for illustration in biology and geology, which, during the last year, has been increased by many specimens contributed by individuals. Such contributions are always acceptable, as by this means it is often possible to obtain valuable and useful material for illustration and study.

BIOLOGY

Zoology—Second Year, First Semester. Twenty Weeks.

This course introduces the study of Biology. After a few elementary experiments in chemistry and physics, the student learns the use and manipulation of the compound microscope. The study of a typical insect, usually the locust, is then begun. Field study of its habits and laboratory work on structure are supplemented by discussion of the fundamental functions of life. Animal physiology and ecology, systematic classification, and the factors of organic evolution are brought out by field and laboratory study of related types. The remainder of the semester is

then devoted to a study of the prominent types of the remaining branches of the animal kingdom.

While the course in biology is based upon work in the laboratory, particular stress is laid upon the habits and economic importance of living animals, and the student is encouraged to develop a permanent interest in nature study.

Students are instructed in and held to proper and scientific methods of recording their observations in notebooks. The powers of observation are strengthened and habits of careful, systematic thought developed.

A well selected set of reference works by standard authors are available to student use, and the fauna of the surrounding country furnishes a copious field for special work.

Text-book:—Linville and Kelly's Text-Book in General Zoology.

References:—Boyer—"Laboratory Manual in Elementary Biology;" Kellog—"Elements of Zoology;" Parker—"Elementary Biology;" Sedgwick—"Student's Text-Book of Zoology;" Packard—"Zoology;" Comstock—"Manual for the Study of Insects;" Jordan—"Manual of the Vetebrates of the Northern United States;" Ridgway—"Manual of North American Birds;" Chapman—"Bird Studies with a Camera;" Beddard—"Zoogeography;" Mivart—"Types of Animal Life;" Wallace—"Island Life;" Wallace—"Malay Archipelago;" Dodge—"Elementary Practical Biology;" Huxley and Martin—"Practical Biology;" Darwin—"Formation of Vegetable Mould;" Huxley—"Study of Zoology;" Romanes—"Animal Intelligence;" Heilprin—"Distribution of Animals;" Orton—"Comparative Zoology;" White—"Natural History of Selborne;" Van Beneden—"Animal Parasites and Messmates;" Poulton—"Colors of Animals;" Semper—"Animal Life;" "The Riverside Natural History," in six volumes; Lee—"The Microtomist's Vade Mecum;" Keeler—"Our Native Trees."

PHYSIOLOGY

Third Year, Second Semester; Twenty Weeks

The general idea of life processes which the student has acquired in the course in Zoology are here worked out in detail in their application to human physiology. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. The entire course is illustrated by class experiments and by dissections performed upon small animals.

The health and efficiency of the human body are being more and more esteemed, and the point of view that regards the human

body as a living mechanism is not only the foundation of physiology, hygiene, and sanitation, but particularly concerns intellectual and moral behavior. Therefore, we bring into greater prominence **the right conduct of physical life,** hygiene and sanitation, and reduce anatomy to its lowest terms.

Experimental work is done from Peabody's "Exercises in Anatomy and Physiology." The work is supplemented by lectures by the instructor. Specialists are also accessible for frequent lectures.

An excellent human skeleton, charts and diagrams serve to illustrate the work in anatomy.

Text-book:—Peabody's Studies in Physiology.

References:—Colton—"Physiology, Experimental and Descriptive;" Foster—"Text-Book of Physiology;" Wilder and Gage—"Anatomical Technology;" Keen—"Gray's Anatomy;" "American Text-Book of Physiology;" Peabody—"Laboratory Exercises in Anatomy and Physiology;" Blaisdell—"Practical Physiology;" Foster and Langley—"Practical Physiology."

Botany—Second Year, Second Semester; Twenty Weeks

The study of botany is peculiarly adapted to cultivate the powers of observation, and to arouse an interest in and a love for the beauties of nature. For this reason knowledge of plant life is especially valuable to the teacher, as furnishing a basis for attractive and interesting courses of nature study for all grades of the elementary schools. The underlying principles of vegetable anatomy and physiology are dealt with in as thorough a manner as practical, but the fact is recognized that the life relations of plants are of more interest and importance to mankind in general. The student is, therefore, not allowed to restrict his horizon to the limits of the vegetable cell, but is led to study the relation of the plant to the conditions under which it lives, and to the effects of soil, climate and other factors of environment upon its form, structure and habits.

The work begins in the spring, with a laboratory study of the conditions affecting the germinating and growth of the seed, followed by an investigation of the morphology, structure and functions of root, stem, leaf and flower.

The campus and surrounding country abound with varied forms of plant life. The student is required to study these until he is familiar with the common flowers and trees. Many types serve to illustrate the pollination, fertilization and other factors of plant ecology. The entire course is illustrated by experiments performed by the individual student in the laboratory and by field

trips at frequent intervals. Experimental demonstrations by the instructor illustrate the entire course. Each student is required to keep a neat and systematic record of all his observations and investigations, and to illustrate the same by careful drawings and sketches. The laboratory is well supplied with dissecting microscopes and apparatus for the preparation and study of such material as is required in the course, and the student is constantly referred to standard works in the library.

The varied and interesting flora of the Salt River Valley, and of the surrounding mountains, is amply sufficient to furnish abundant material and to arouse a desire for original research.

The Atlas system of separate leaf note-books is used in the laboratory work, and notes are required to be written at first hand in the laboratory.

Text-book:—Bergen's Elements of Botany.

References:—Strasburger, Noll, Schenck and Schimper—"Text-Book of Botany;" Strasburger—"Handbook of Practical Botany;" Warming—"Handbook of Systematic Botany;" Ganong—"The Teaching Botanist;" Bergen—"Foundations of Botany;" Goodale—"Physiological Botany;" Gray—"School and Field Book of Botany;" Gray—"Synoptical Flora of North America;" Strasburger and Hillhouse—"Practical Botany;" Bessey—"Advanced Botany;" Atkinson—"Elementary Botany;" Macmillan—"Minnesota Plant Life," Newell—"Reader in Botony;" Coulter—"Manual of Rocky Mountain Botany;" Vines—"Text-Book of Botany;" Goebel—"Outlines of Classification and Special Morphology of Plants;" MacDougal—"Plant Physiology;" Darwin and Acton—"Physiology of Plants;" Zimmerman—"Botanical Microtechnique;" Chapman—"Flora of Southern United States;" Newhall—"Leaf Collector's Handbook;" Lloyd and Bigelow—"The Teaching of Biology;" Newman—"Bacteria."

PHYSIOGRAPHY

Third Year, First Semester; Twenty Weeks

This course presupposes a thorough knowledge of elementary geography in all its aspects. The scope of the work includes a consideration of the earth's place in the universe and a brief discussion of its form, size, motion, and of its relation to the other members of the solar system. The local conditions are then studied in the field, the students making collections of soils, rocks and minerals for purposes of study and comparison. The study of physiographic processes and features of the land is supplemented by short field trips, for which the immediate vicinity is admirably adapted. Laboratory exercises are recorded in suitable note-

books. During the entire course the students are required to make and record daily observations of the condition of the weather, the height of the barometer, (reduced to sea level), the temperature, dew point and relative humidity. From these records curves are constructed showing graphically the conditions which prevail from month to month during the course. The observations made by the students are compared with the daily bulletins furnished by the government weather service, thus impressing upon the mind an idea of the practical nature of the work. The subject of storms is illustrated by a carefully selected series of weather maps placed in the hands of the student for study. Climatology is given a prominent place in its bearing on the geographical distribution of animals and plants.

The school owns a good stereopticon, furnished with arc light, which serves to illustrate this work by means of a well-selected series of lantern slides.

The list of references is supplemented by the reports and maps of the United States Geological Survey, Interior Department Reports, Coast Survey maps and charts, etc. Tarr's Physical Geography is the text used, and the following are among the references in the library:

Proctor—"Other Worlds Than Ours;" Todd—"New Astronomy"; Young—"Lessons in Astronomy," "General Astronomy;" Newcomb and Holden—"Astronomy;" Shaler—"First Book in Geology," "Aspects of the Earth;" Tarr—"Elementary Geology," "Economic Geology of the United States;" Brigham—"Text-Book of Geology;" Dana—"Manual of Geology;" Agassiz—"Geological Sketches;" Tyndall—"Forms of Water," Hours of Exercise in the Alps;" Geike—"Elementary Lessons in Physical Geography;" Hinman—"Eclectic Physical Geography;" Davis—"Physical Geography;" Wright—"Man and the Glacial Period;" Guyot—"The Earth and Man;" Trotter—"Lessons in the New Geography," "The International Geography;" Darwin—"Coral Reefs;" Russell— "Glaciers of North America," "Rivers of North America," "Lakes of North America;" Ward—"Elementary Meteorology;" Waldo—"Elementary Meteorology," "Physiography of the United States;" Dodge—"A reader in Physical Geography for Beginners;" Macfarlane—"Commercial and Industrial Geography;" Jackman—"Field Work in Nature Study;" Chamberlin and Salisbury—Geology, Journal of Geology, National Geographic Magazine, Journal of Geography, School Science and Mathematics.

GEOGRAPHY

Junior Year, Second Semester; Twenty Weeks

This course in geography is intended to serve as a thorough review of the subject, preparatory to the year of practice teaching

in the training school. Methods of collecting and preparing illustrative materials are discussed, and opportunity is given for the acquiring of collateral information which will be of use to the future teacher. Much drill is given in the various phases of map making and map reading, including the actual mapping of a limited area by the use of simple and easily constructed instruments. A considerable portion of the time is devoted to local geography and to the geography of Arizona. The work in general geography follows the plan of the Tarr and McMurry geographies which are used as texts. The student is encouraged to draw as much information as possible from outside sources, particularly from the current magazines and reference works in the library, a partial list of which may be found under the heading of Physiography. A card index of articles of interest in this connection greatly facilitates the use of library and periodicals. The supply of maps, globes and charts is ample, and the student's imagination is assisted and developed by the use of lantern slides.

PHYSICS

The work in physics aims to give the student some acquaintance with experimental methods of investigation of natural phenomena, together with the necessary facility in the handling of apparatus, and, at the same time, to give him such a knowledge of the more important laws of matter and their everyday applications as will enable him to read more intelligently and teach more rationally. An attempt is made to correlate the work with that in physiology, biology, and physiography, to the end that the future teacher may have the power of real knowledge behind his instruction in nature study and kindred work in the public schools.

The laboratory work which carries the thread of the courses is supplemented by lectures and by assigned reading in the library. The courses include much quantitative work, in order that the student may arrive at some conception of the value of accuracy, careful manipulation, and close observation, and at the same time may develop a wholesome respect for truth and independent work. The student learns to control the inevitable errors of measurement and to understand the value of the mean of a series of observations, and the utility of graphic methods of expressing results by curves and diagrams. Loose leaf notebooks are used and notes are required to be written at first hand in the laboratory, thus doing away with the faulty habits connected with a system of temporary notes.

Much time is saved by providing each individual student with a complete set of the instruments and pieces of apparatus most frequently used. The stock of apparatus for lecture demonstra-

tion has been carefully selected and is being increased each year. A motor-generator set supplies current for experimental work, charging of storage cells, etc., beside furnishing a means of illustrating the practical use and operation of motor and dynamo.

Two courses are offered. Course I, consisting of lectures and laboratory work in mechanics, heat, and electricity, covers twenty weeks, first semester, Junior year, and is required in both the English and Latin course.

Course II, consisting of electrical measurements and work in sound and light, is open to Juniors in the second semester, alternative with chemistry.

Milikan and Gale's "First Course in Physics" is used as a text, and laboratory directions are furnished by use of the mimeograph.

A number of scientific periodicals are regularly taken, to all of which the students have access. The following is a partial list of references accessible

Henderson and Woodhull—"Elements of Physics;" Gage—"Elements of Physics;" Wentworth and Hill—"Text-Book of Physics;" Hastings and Beach—"General Physics;" Stewart and Gee—"Elementary Practical Physics;" Hall and Bergen—"Text-Book of Physics;" Adams—"Laboratory Manual;" Stone—"Experimental Physics;" Kelvin—"Constitution of Matter;" Woolcombe—"Practical Work in Heat;" Tyndall—"Heat a Mode of Motion," "Sound;" Mayer—"Sound;" Blaserna—"Sound and Music;" Mayer and Barnard—"Light;" Barnes—"Practical Acoustics;" Ames—"Theory of Physics;" Everett—"The C. G. S. System of Units;" Thompson—"X-Rays;" Thompson, S. P.—"Electricity and Magnetism;" Whiting—"Physical Measurement;" Nichols, Smith and Turton—"Manual of Experimental Physics;" Trautwine—"Civil Engineer's Pocketbook;" Sanford—"Elements of Physics;" Ayers—"Laboratory Exercises in Elementary Physics;" Mach—"The Science of Mechanics;" Thompson—"Recent Progress in Dynamo Electric Machines;" Sheldon—"Dynamo Electric Machinery;" Ouidin—"Standard Polyphase Apparatus and Systems;" Foster—"Electrical Engineer's Pocketbook;" Atkinson—"Dynamic Electricity and Magnetism;" Bottone—"Radiography," "Wireless Telegraphy and the Hertzian Waves;" Milikan—"Mechanics, Molecular Physics and Heat;" Appleton—"School Physics;" Rowland and Ames—"Elements of Physics."

CHEMISTRY

Junior Year, Second Semester; Twenty Weeks

The course in physics is intended to precede immediately that in chemistry. The student thus begins the latter study with a

knowledge of the molecular theory and the physical constitution of matter, and has already acquired considerable facility in the handling of apparatus. The course consists of laboratory work, supplemented by lectures and recitations. The method of note-taking is similar to that used in the course in physics. The laboratory is provided with work tables of approved design, and the equipment, both apparatus and chemicals, is excellent. Considerable simple quantitative work is done, the laboratory being provided for this purpose with a sufficient numuber of burettes, measuring tubes and balances. Among the latter are six Becker balances and one Staudinger No. 3.

McPherson and Henderson's "Elementary Chemistry" is used as a text, and the student is referred to the library for additional reading, the following works being at his disposal:

Smith—"Richter's Inorganic Chemistry;" Ramsay—"Chemical Theory;" Dobbin and Walker—"Chemical Theory for Beginners;" Newell—"Experimental Chemistry;" Roscoe and Schorlemmer—"Treatise on Chemistry," Volumes I and II; Remsen—"Theoretical Chemistry," "Organic Chemistry;" Jones—"Modern Theory of Solution;" Ostwald—"Foundations of Analytical Chemistry," "Outlines of General Chemistry;" Dana—"Minerals and How to Study Them;" Erni—"Mineralogy;" Meldola—"Chemistry of Photography;" Wanklyn—"Water Analysis;" Sutton—"Volumetric Analysis;" Thorpe—"Inorganic Chemical Preparations;" Smith and Hall—"The Teaching of Chemistry and Physics;" Hessler and Smith—"Essentials of Chemistry;" Ostwald—"The Principles of Inorganic Chemistry," "A Manual of Physical and Chemical Measurements."

DEPARTMENT OF HISTORY AND CIVICS

Aim:—The main purpose of the work in history is to help the student to arrive at the true point of view in his study of the subject. He is not expected to memorize history but to understand it. Thus it is the unity of history and not a record of events that is stressed.

The student is helped to interpret the life and times of a race or nation and to feel that its life is the development of its thought and feelings as expressed in the events of history.

Method:—It is the aim of the department to get the student to consult and interpret for himself the originals and sources of historic writing, thereby gaining a first-hand knowledge of events.

Hence, references are made to translations and original documents, upon which reports are made for class discussion.

Notebooks for outlines and parallel reading are required.

Course 1, Second Year; Ancient History

This work consists in a brief survey of the life and times of nations of the East, with special emphasis on their contributions to the civilizations of the Greeks and Romans.

The history of the Greek and Roman peoples takes up the rest of the year. Special attention is given to the question of finding out what we owe to the ancients, and their importance for subsequent history.

Text-books:—Wolfson's "Essentials in Ancient History," and Emerton's "Introduction to the Middle Ages."

References:—Grote's—"History of Greece;" Momsen's—"History of Rome;" Plutarch's—"Lives," "Epochs of Ancient History;" Myers'—"General History;" Fisher's—"Outlines of Universal History;" Botsford's—"History of Greece;" Rawlinson's—"Seven Great Monarchies;" "Pelham's—"Outlines of Roman History;" and the use of the rich collection of books of the Latin Department.

Course II, Third Year. Mediaeval and Modern History

This course runs for twenty weeks. For a few lessons a rapid review of the period from 476 A. D. to 800 A. D. is made.

For the rest of the period emphasis is laid upon the big questions—Renaissance, Reformation, Revolution—while the

minor points are discussed only in so far as they relate to these three questions.

Some time is given to a discussion of the part played by America in European politics.

Text-Book:—Robinson's "History of Western Europe."

References:—Emerton's—"Mediaeval Europe;" Adam's—"Civilization During the Middle Ages;" Henderson's—"Historical Documents;" Bryce's—"Holy Roman Empire;" Green's—"History of England;" Carlyle's Works; Motley's Works; Gummere's—"Germanic Origins," "Twelve English Statesmen;" Hallam's—"Middle Ages;" Oman's—"The Dark Ages;" Seignobo's—"Political History of Europe;" and a great many monographs and biographies.

Course III, Third Year. United States History

This course runs through the last semester of the Third year. The students are made acquainted with some of the original and the very best secondary authorities. Members of the class are assigned one or more topics for investigation and report. From time to time subjects are discussed by the whole class, and in this manner independent thinking is encouraged. The study of current events, both American and European, is continued.

Text-book:—Channing's—"Student's History of the United States."

References:—The library has a large number of reference books: Schouler's—"United States History," "American Statesman Series" (complete); "American History as Told by Contemporaries"—Hart; "Critical and Narrative History of the United States"—Windsor; "Old So. Leaflets;" "American History Leaflets;" Blaine's—"Twenty Years in Congress;" Hildreth's—"United States History;" Bryce's—"American Commonwealth;" McMaster's—"History of the People of the United States;" Wilson's—"A History of the American People;" Rhodes'—"History of the United States;" Von Holst's—"Constitutional History of the United States;" Thorpe s—"Constitutional History of the United States;' Parkman's Works; H. H. Bancroft's Works, "American Commonwealths;" Doyle's—"English Colonies in America;" Fiske's Works; Lowell's—"Governments and Parties in Continental Europe;" many works on Sociology and Economics, besides biographies and autobiographies of men who have taken a prominent part in politics.

Course IV, Junior. Civil Government

The first few exercises are taken up with talks on the origin and foundation of society, the relation of the individual to society, and, finally, the origin of government in general.

The students are required to make a detailed study of some foreign system of government and make a report comparing the government they have chosen with that of the United States.

A text-book is used, but much work is done in outside reading, from which reports are made. An opportunity is given the class of attending the meetings of the Territorial Legislature while in session.

DEPARTMENT OF PROFESSIONAL INSTRUCTION

The distinguishing characteristic of a Normal school lies in the fact that, besides an academic course, it offers a course in the method of instruction and practice therein. The subjects that are classed under the head of professional instruction are psychology, pedagogy, the history and philosophy of education, logic, ethics, methods of teaching, school law and school economy, and the practice in the training school.

PSYCHOLOGY

The course in psychology comes the first semester of the Junior year. It precedes pedagogy and follows physiology, where some attention has been given to the study of the nervous system The aim of this course is to show that mental activity is dependent upon sense perception, and, to lead the student to observe the workings of his own mind so that he may come to an intelligent realization of the fundamental laws underlying mental activity. It is intended to give the student such a knowledge of the states, powers, and activity of the mind, their inter-relations and the laws governing their growth as will enable him to pursue a rational course of procedure in his professional work.

Text-books:—"Psychology," Angell, Henry Holt & Co.

References:—"Psychology," James' Advanced Course; "The Development of the Intellect," Preyer; "Mental Development," Baldwin; "Principles of Psychology," Spencer; "Elements of Intellectual Science," Porter; "Psychology," John Dewey.

PEDAGOGY

The course in pedagogy comes the second semester of the Junior year. This course deals, in the first place, with the subjects to be taught, and, in the second place, it shows how knowledge is acquired. This refers back to psychology and leads to methods of instruction. The practical illustrations are found in the observation of the training school and in the student's own experience. Introspection is the watchword not only in the study of psychology, but in the study of methods of instruction as well.

Text-books:—"Method in Education," Roark, American Book Co., and "Methods of the Recitation," McMurry, The MacMillan Co., New York.

References:—"Compayre's Lectures on Pedagogy," Payne; "Locke on Education," Quick; "Education," Spencer; "Education

of Man," Froebel; "Elements of Pedagogy," White; "Practical Hints for Teachers," Howland; "Pedagogics of the Kindergarten," Froebel.

LOGIC

The study of logic is based on psychology. The point of departure is found in the chapter on thought. This course deals mainly with the concept, the judgment, the syllogism, analysis and synthesis, and induction and deduction. From the historical side, Socrates, Aristotle and Bacon receive attention. Logic comes during the first quarter of the Senior year.

Text-book:—"Lessons in Logic," Jevons; MacMillan Co.

References:—"The Theory of Thought," Davis; "Logic," Hegel; "Logic, Deductive and Inductive," Bain.

PHILOSOPHY OF EDUCATION

This course follows as a text Herbert Spencer's "Education." Spencer's views find favor in many quarters and one cannot be said to be intelligent on modern theories of education who is not familiar with Spencer.

HISTORY OF EDUCATION

In a general sense, the history of education is the story of the growth and social development of the human race, but this course is restricted to a brief sketch of the ancient systems of education, those of India, Egypt, Persia, Greece, Rome and the Jews; the lives of Socrates, Plato, Aristotle, Cicero, Seneca, Quintillian and Jesus; the schools of mediaeval and modern times, a study of the lives of noted educational reformers, as Comenius, Rousseau, Pestalozzi, Herbart and Froebel, and the principles advocated by them; and a comparison of the school systems of Germany, France, England, and America.

Text-book:—"History of Education," Monroe; The MacMillan Co.

References:—"English Education," Sharpless; "Education in the United States," Boone; "The Education of the Greek People," Davidson; "European Schools," Klemm; "Educational Reformers," Quick.

ETHICS

In its history the subject of ethics is closely related to the history of education. The purposes that underlie the system of education of a country give a clew to the principles upon which

its people base their life and conduct. For this reason the first part of the work is an historical study in connection with the history of pedagogy. Toward the close the work becomes more practical. Some modern text is selected for the work. The present year the class used Kidd's "Social Evolution," published by The MacMillan Co.

References:—"Principles of Ethics," Spencer; "Elements of Moral Science," Porter; "Principles of Sociology," Spencer; "Elements of Morals," Janet; "Duty," Seelye; "Criminal Sociology," Ferri; "European History of Morals," Lecky.

SCHOOL LAW AND SCHOOL ECONOMY

Instruction in this branch is given mostly by lectures. In school economy the discussion will cover the whole field of organization, governing and conducting primary schools. Its aim is to develop a system of control that shall be in harmony with the principles set forth by the modern methods of education; and to make the student skillful in the performance of the various duties of the school-room, by plain, practical, and suggestive lessons.

In school law the object will be to make the student familiar with the course of school legislation in the Territory of Arizona; to compare the system of our own Territory with that of some leading states of the Union, and to make familiar the leading decisions of the courts of justice upon important school problems.

METHODS OF TEACHING

The work in methods of teaching is a continuation of the course in pedagogy and occupies forty weeks, five periods per week, being about equally divided among the following: Principles of teaching mathematics; language, including history, reading, spelling, English, and geography; nature study and expression, including drawing, writing, etc.

The text-books used in this course are McMurry's Special Methods in Literature, History, Geography, Science, Reading and Arithmetic. The study of these texts is preceded by a thorough discussion of the basic principles of teaching.

In the study of special method, after the subject matter and plans of teaching a subject are discussed, typical lessons are presented in the presence of the class conducted by a student or the critic teacher. These lessons are observed, criticized and discussed by the class. In addition to these lessons, the pupil-teachers of the subject under discussion are expected to present model lessons in their class-rooms to be observed by the class in methods,

criticisms of such lessons being read in method class or handed to the critic teacher to be discussed by her with the teacher who presented the lesson.

The study of methods of teaching includes the preparation by each student of a thesis bearing directly on this work.

Through the courtesy of the faculty of the public school, the student-teachers are allowed to observe the work there, so that the practical application of the method work may be seen under the conditions which must be met by them in the schools of the Territory. They also visit the schools in the rural districts and towns in the vicinity of the Normal. During the past vear district 13 and Mesa were visited. The discussions that these visits led to proved very profitable indeed and the Normal School feels very grateful for the favors so generously extended.

References:—"Education as a Science," Bain; "Philosophy of Education," Tate; "Principles and Practice of Teaching," Johannot; "Outlines of Pedagogics," Rein; "Hebart and Hebartians," DeGarmo; "Report of the Committee of Fifteen," "Psychology for Teachers," Lloyd Morgan; "Talks on Psychology," James; "Interest," Osterman; "Infant Education," Curry; "Manual of Psychology," Stout; "Three Studies in Education," Shaw; "The Central Nervous System," Halleck.

TRAINING SCHOOL

The Twenty-third Legislature made an appropriation for the erection of a Training School. In this new building the work is now carried on. It was planned with reference to convenience, completeness and hygiene and is in every way a model. It contains ten class rooms, two manual training rooms, a senior class room, assembly rooms and offices. Fully equipped, it gives every advantage to the pupils of the school.

All the work of the course in pedagogy is done in the Training School, and Seniors are expected to be present there when not reciting. Each Senior is requiured to give to this work one hour per day for thirty-six weeks. In addition to the regular teaching, each Senior is expected to hold himself in readiness to give the time of one period every day when such time is required by the critic teachers.

At the beginning of each quarter, with the assignment of classes the pupil-teacher receives a general outline of the work he is expected to do in his class. With this outline as a guide, he prepares his daily lesson plans. These are handed to the critic teacher two days in advance of the time when the lesson is to be presented and are corrected by her and discussed with the student. In this

way the work given to the pupils in the Training School is freed from error, and the possibility of incorrect subject matter or poor presentation is reduced to a minimum.

It is desirable that the pupil-teacher go, not only to the respective critic teacher and the director of the Training School for suggestions relative to the subject he is teaching, but also to such member of the Normal School faculty as has charge of the branch of study to which the subject in question belongs. At the same time, members of the Normal School faculty are expected to visit pupil-teachers while teaching. It is the duty of the pupil-teacher to call upon such visitors for criticism, the same as when visited by the critic teacher. It is at this point where the connection between the Normal and the Training School is best sustained.

While the Territorial course of study is followed in the Training School, yet the conditions governing the schools are such as to admit of much more work than that course requires, and the pupil-teacher should find here a school that closely approximates to the ideal, and the training given here should fit the student to give to his pupils only the best when he becomes a member of the Territorial teaching force.

The Junior class is required to spend one hour each week of the fourth quarter in the Training School observing the work done by the pupil-teachers. Criticisms upon the lessons observed will be handed to the critic teacher and the lessons will then be discussed by her in the presence of the pupil-teacher who gave the lesson, and the Junior.

The grounds, which are but an extension of the Normal campus, are large and attractively laid out, and furnish ample room for recreative sports.

As the course now stands, a child can enter the Training School in the first grade and take the entire eight years' work there, passing from the eighth grade directly into the Normal.

The number of pupils is limited and the tuition is free. Application for admission to the Training School must be made in advance, and each application will be acted upon in the order in which it is received. The same method will be observed in filling any vacancies that may occur during the year. The places of all pupils that are not present at the opening of the Training School year will be filled by those next upon the list.

The year just closed has been very successful. There was no dropping off of the attendance, as is so frequently the case toward the close of the year. The school spirit was never better. One of the most gratifying features has been the hearty co-operation of the parents.

COURSE OF STUDY FOR TRAINING SCHOOL

SUBJECT	First Grade		Second Grade		Third Grade		Fourth Grade		Fifth Grade		Sixth Grade		Seventh Grade		Eighth Grade	
	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation
Arithmetic	Incide'l		5	45	5	45	5	45	5	45	5	45	5	45	5	45
Reading	15	20	10	20	5	45	5	30	5	30	5	30	3	45	*3	45
Writing	10	15	10	15	5	20	Incidental						Incidental			
Spelling	Incide'l		5	15	5	15	5	15	5	15	5	15	2	45	2	45
Language	5	45	5	45	5	45	5	45	5	45	5	45	...	...	...	...
History	...	...	...	...	...	...	...	...	...	...	5	45	5	45	5	45
Drawing	5	15	5	15	3	20	3	45	3	45	3	45	3	45	3	45
Manual Training	2	25	2	25	2	25	...	...	2	45	2	45	2	45	2	45
Music	5	15	5	15	5	15	2	45	2	45	2	45	2	45	2	45
Geography	...	...	...	...	5	45	5	45	5	45	5	45	5	45	5	45
General Exercise	5	45	5	45	5	45	5	45	5	45	5	45	...	...	...	...
Grammar	....	....	....	....	....	....	....	....	....	....	....	....	5	45	5	45
Civics	....	....	....	....	....	....	....	....	....	....	....	....	.	..	‡3	45
Physiology	....	....	....	....	....	....	....	....	....	....	....	....	‡3	45	‡3	45

* For first thirty weeks.

† For last ten weeks.

‡ For last twenty weeks.

NOTE.—From the Fourth to the Eighth grades, one period of forty-five minutes each day is given to study under the direction of the teacher. The time is devoted to whatever work the pupils need most.

DEPARTMENT OF LATIN

The course in Latin begins the second year and extends over the last four years of the Normal course. Each of the four classes recites five periods a week for forty weeks each year—making 200 hours. The department is well equipped with a full set of Kiepert's wall maps and illustrative photogravures, and possesses a stereopticon lantern with several hundred slides. The school library contains all the latest and most authoritative works of reference on classical antiquities in general, including history, geography, Roman life, topography, art, archaeology, and literature. The Reading Room receives all the principal journals and magazines devoted to the classics. In fine, the equipment of the Latin Department is one of the best in the Southwest.

The course in Latin provides for two classes of students: the Normal student proper, who is preparing to teach in the public school system receives a broader training, becomes a better master of English, and does better work as a teacher; secondly, the academic student is better prepared to enter college having four units to his credit of the sixteen generally required for admission to the universities of Arizona and California. The course is outlined as follows:

SECOND YEAR:—First Latin Lessons, Smith and Laing (Allyn and Bacon).

THIRD YEAR:—Second year Latin, Greenough, D'Ooge, and Daniell (Ginn & Co., $1.25). Latin Composition to accompany the same, D'Ooge (Ginn & Co., $0.50). Latin Grammar, Allen & Greenough (Ginn & Co., $1.20).

JUNIOR YEAR:—Cicero's Orations against Cataline, Von Minckwitz (Macmillan, $1.25). Vergil's Aeneid, Books i-iii, Greenough & Kittredge (Ginn & Co., $1.50). Latin Composition, D'Ooge, Part ii (Ginn & Co., $0.60). Latin Grammar, Allen & Greenough (Ginn & Co., $1.20).

SENIOR YEAR:—Cicero's Orations—Archias, Manilian Law; Selected Letters, Von Minckwitz (MacMillan, $1.25). Sallust's Life of Cataline, Merivale (MacMillan). Vergil's Aeneid, Books iv-vi, Greenongh & Kittredge (Ginn & Co., $1.50.) Latin Composition, D'Ooge (Ginn & Co., $0.60). Latin Grammar, Allen & Greenough (Ginn & Co., $1.20).

SPANISH

A two years' course in Spanish is offered as an elective, beginning the Third year of the Normal course.

In the entrance requirements in foreign languages, two years of Spanish are accepted as two units by the University of Arizona, the universities of California, and other universities of the West.

A practical knowledge of Spanish has become a recognized factor in modern education, owing to its growing importance in our colonial and international relations. In all branches of business there is an increasing demand for a usable knowledge of Spanish.

For those who require the language for its utility, and such students as desire Spanish for its literary value, the following courses have been arranged:—

THIRD YEAR:—Worman's First Spanish Book; Introducción á la Lengua Castellana, Des Garennes; Spanish Grammar, Hills and Ford; Bransby's Spanish Reader; "El Capitán Veneno," Alarcon.

During this year effort is made chiefly to lay a good foundation for future study by a thorough drill in the forms and elementary syntax of the language. Frequent prose composition is required as a valuable means of securing accuracy in syntax.

As much Spanish as possible is used in the class-room from the beginning. Every effort is made to have the students think in Spanish as a living language. In translation the best English idiom is required, but as far as practicable, English is left out of the class work, translation being employed as a test of individual preparation.

An interesting feature of the work is the weekly report in Spanish of the current events in Spain and Spanish America, accurate material being obtained from the Spanish periodical, "Las Novedades."

JUNIOR YEAR:—Spanish Grammar, Hills and Ford; Ford's Spanish Composition; "La Vida es Sueño," Calderon; "Doña Perfecta," Galdós; "El Cautivo," Cervantes.

In the second year a more thorough and detailed study is made of the language and literature, and an increasing amount of independent parallel work is required of the student in connection with the study of Spanish history and literature.

During the entire course short letters in Spanish are exchanged among the students, and a correspondence is being arranged with some secondary schools in Mexico.

The following reference works are accessible in the library:—Dictionaries: Mariano Velazquez de la Cadena; De Veitelle. Language: Garner's Spanish Grammar; Elementary Grammar of the

Spanish Language, Loiseaux; Spanish Composition, Loiseaux; Lemly's New System of Spanish Accentuation. Literature: Spanish Literature, Clark; Ford's Spanish Anthology; "Bardos Cubanos," Hills; "Electra," Galdós; El Niño de la Bola," Alarcón; "El Haz de Lena," Nuñez de Arce.

ART DEPARTMENT

This department embraces several interrelated lines of work: representation, designing, illustration, construction, clay-modelling, history of art, etc.

The aim in this work is, first, to train the perceptive faculties and to strengthen the judgment and imagination; second to develop in the student the skill necessary to delineate objects and original designs in the several media; third, to give the young teacher the means by which he may be able to illustrate on the blackboard with some degree of facility as an aid in the more effective presentation of other subjects; fourth, to lead the student to a fuller appreciation of the beauties and harmonies of nature and art that he may be better able to awaken and develop in his pupils the aesthetic faculty; fifth to serve as a foundation for an intelligent pursuit of the trades and professions in which drawing serves an essential element.

Two recitations a week are given during each of the first three years. In the Junior year one recitation per week for the second semester is devoted to the discussion and presentation of methods in drawing.

The work of the first year embraces these topics: The study and application of the fundamental principles as used in the drawing of simple type-forms and objects based upon these; elements of design and the making of simple designs from conventionalized plant and animal motives; practice with brush and ink, pencil, charcoal, crayons and color; blackboard drawing from objects and memory; easy problems in construction, and clay modelling.

During the second year, work is continued along the same lines, together with fuller study of still life, casts, pose, perspective, designing, illustrative work, mechanical problems, color harmony, black-board work, and clay modelling.

Third-year work includes pen and ink drawing; light and shade; historic ornament; black-board illustration; colored crayons; clay modelling; projection; perspective problems; sketching; wash drawing; balance, rhythm, and harmony in designs; study of color harmonies, and composition.

In the Junior year the topics for discussion and methods will be along lines of work suitable for the primary and grammar grades and will include: use of black-board, brush and ink, charcoal, pencil, colored crayons, pen and ink, water colors; story-telling through drawing; constructive work; study of children's drawings; mounting of pictures; school-room decorations; how

to conduct recitations; preservation of pupils' drawings; programs; picture study, etc.

All through the course, students are encouraged to bring to class for criticisms and suggestions, sketches and drawings done outside of recitations. This department is liberally supplied with casts, still-life models and charts. A kiln is supplied for the firing of models, and pottery. The library contains many works on art subjects. To these, additions are made each year.

References:—International Studio; School Arts Book; Craftsman; Brush and Pencil; Manual Training Magazine; Perry Magazine; Ornament, Day; Handbook of Ornament, Myers; Anatomy of Pattern, Day; Line and Form, Crane; Composition, Dow; Theory and Practice of Design, Jackson; Elements of Drawing, Ruskin; Principles of Design, Batchelder; Plant Form in Design, Midgley and Lilley; Year Books of Supervisors of Manual Arts; Story of Architecture, Mathews; Legendary Art, Mrs. Clement; Adeline's Art Dictionary; Taine's Lectures on Art; The Gate Beautiful, Stimson; History of Art, DeForrest; History of Ancient Art, Reber; History of Art, Goodyear; Greek Art, Tarbell; History of American Art, Hartman; How to Judge Architecture, Sturgis; Turrets, Towers and Temples, Singleton; Architectural Styles, Rosengarten; The Column and the Arch, Longfellow; Modern Illustration, Pennell; Modern Perspective, Ware; World's Painters, Hoyt; Ornament and Its Application, Day; Clement's Handbooks for Beginners; How to Enjoy Pictures, Emery; Great Pictures Described by Great Writers; Works on Spanish, German, Flemish, Dutch, Italian, English, and American Painters; New Methods in Education, Tadd; History of Mediaeval Art, Reber; Prang Manuals; History of Art, Lubke; Letters and Lettering, Brown; Pictorial Composition, Poore; Plant Form, Clark; Practical Designing, White; Applied Perspective, Longfellow; Figure Composition, Hatton; Arts and Crafts, Sanford; I. C. S. Books on Drawing and Design, etc.

BOOKKEEPING AND COMMERCIAL LAW

These subjects are studied during the first semester of the Senior year, when the students' minds have a clearer grasp of the significance of business methods.

In order to accommodate special cases and those who may have failed in one semester, the work is continuous throughout the school year.

Sixty recitations cover the work in bookkeeping. Each student is required to keep a set of books, which, so far as his individual ability goes, must be a model of neatness and accuracy. At the same time, the student must prove that he has a clear com-

prehension of the theory of accounts, both by the double and the single entry method. Practice is given in the uses of Auxiliary books and business forms, through the voucher system.

Commercial Law is covered in forty lessons. The aim in this subject is to familiarize the student with the ordinary transactions of business life and with the laws governing the same. A necessary feature of this work consists in the writing and study of commercial forms. The method pursued is the combined text-book and lecture, the former being used for definition and frame work, while the latter is given to the illustration and application of the principles set forth to actual business experience.

Students are asked to cite cases that come under their observation, for discussion in class, and in reviewing, as well as to stimulate interest in the subject, actions are made out by the students and trials conducted.

Special emphasis is laid upon the topics: commercial paper, bailments, real property, deeds and mortgages.

Text-books:—Bookkeeping, Williams & Rogers' Modern Illustrative; Commercial Law, Gano.

References:—Commercial Law, Williams & Rogers; Compendium of Commercial Law, Townsend; Principles of Commercial Law, Musselman; Commercial Digest, McMaster; Business Law, White; Statutes of Arizona; I. C. S. Books on Commercial Law.

DEPARTMENT OF MUSIC

The study of music comprises a course of three years, consisting of two class recitations of forty-five minutes each, and one additional recitation in which the whole school is required to participate, the latter being used entirely for the purpose of study in, and practice of the best choral music.

It has been demonstrated that the chorus work has developed into one of the most attractive features of the school routine, not only acquainting the students with the very best music of this class, but also enabling them to do acceptable service at the daily morning exercises, and on special occasions of various kinds.

The class work is principally devoted to sight reading, and proper voice production, through the study of song forms selected from good composers, simple at first, the degree of difficulty increasing only with the progress of the student; each new idea introduced, lucidly led up to, with exercises, minutely illustrating them in the simplest and most direct manner possible.

The first year's work consists of scale and song material containing mostly diatonic progressions, enabling the student to acquire not only a working knowledge of the diatonic scale, and its intervals, but a repertoire of good songs at the same time.

This method of instruction is continued through the second and third years of the course, the study of chromatic progressions, and the minor mode, being taken up in due order, both melodically and in part singing.

In the third year, instruction is also given in Elementary Harmony, and methods of teaching music in the schools.

The aim is to make the student entirely self-reliant in music reading, independent in carrying any part within the range, and suiting the character of the possessor's voice, and to develop a genuine love for musical art. Students of advanced standing, entering for the first time, are required to make such grades as may be prescribed.

Pianos are available for practise of students, who may have stated hours assigned them for such purpose.

Text-books used:—Melodic Course (four books) of the Natural Music Series, Elements of Harmony, Stephen A. Emery; Laurel Song Book, W. L. Tomlins. (Last-named book is furnished free by the school.)

Auxiliary books:—The library contains much of the choicest literature on the subject of music, including Grove's Dictionary of Music and Musicians, so far as it has been issued from the press (to be completed soon).

Papers:—The Musician, and Etude are on file.

PHYSICAL CULTURE

While the primary object of a school of this kind is the training of the mind, we recognize the fact that it is impossible to obtain satisfactory mental work if the physical condition of the student is neglected. The maxim, "A sound mind in a sound body," should carry the same force today that it did with the ancient Greeks. Students away from home are prone to neglect the matter of muscular exercises. For this reason, if for no other, some form of physical drill is a necessary adjunct to the course. The ordinary track athletics and field games furnish an excellent means of muscular development, and these are encouraged among the students in so far as they do not conflict with their work. However, the fact remains that such exercises can be of benefit to comparatively few of the students. In order, therefore, that every member of the student body may have opportunity for physical drill of the proper amount and kind, there is provided a course in physical culture work for the young women and military drill for the young men.

All girls who carry any work whatever in the school are required to take systematic physical training during the whole course, unless a certificate is presented from a physician, recognized by the school, stating that such exercise would be injurious.

The purposes of this work are:

1.—The attaining and maintenance of health, the development of a symmetrical body and the acquisition of a graceful and erect carriage.

2.—The bringing of every graduate to a mastery of physical training sufficient to secure valuable results for his pupils.

The system used is a modification of the Swedish system. Instruction is given in club, wand and dumb-bell drills. While some of the exercises will be taught in uniform series as drills, emphasis will be laid upon the distinct value of each exercise from a hygienic standpoint.

The character of the work is disciplinary as well as recreative, each exercise being done at word of command. Thus quick muscular response to mental stimuli is cultivated and the student learns to control his body in difficult situations.

Nearly all the movements are performed to the accompaniment of music, the inspiration of which insures interest and spontaneity.

Two periods a week are devoted to this work.

MILITARY DRILL

By the placing of military drill in the school course, several important objects are gained. In the first place, it is a valuable means of physical culture and training of the muscular sense. The exercise attendant upon a lively drill in the open air is of a nature well calculated to overcome the effects of close application to study, to promote a healthy circulation and to prepare the mind for more vigorous effort. Again, daily attention, even for short periods, to correct position in standing and walking, gives a springy step, an erect carriage and a soldierly bearing, that can scarcely be attained by any other means. Moreover, the strict discipline which is inseparable from properly conducted military work is eminently conducive to the acquiring of orderly and systematic habits, personal neatness, prompt response to direction, and self-control. At the same time, the gradation of authority and division of responsibility from private to captain, furnish a valuable object lesson in government, while the actual military knowledge gained makes the student a more valuable citizen, preparing him, as it does, the better to take upon himself the work of his country's defense in time of need. The objection which has sometimes been opposed to military drill because of its one-sided character is entirely met and overcome by the use of the setting-up exercises, the bayonet drill and the calisthenic exercises with and without the piece, while the attractive nature of the work gives to it that spontaneous character wthout which exercise is valueless.

The course, which is required of all male students who are free from physical disability, includes, "the setting-up exercses" as prescribed for the United States Army, the school of the soldier, the school of the company, the bayonet exercise, calisthenic and barbell exercises, extended order work and battle formation for the company acting alone, the ceremonies of parade and guard mounting and the duties of sentinels. The principles of battalion movements are explained and outlined in order to illustrate the relation of the company to larger bodies of troops.

By an act of the Twenty-first Legislative Assembly of the Territory of Arizona, the military organization of the Normal School of Arizona is made a part of the National Guard of this Territory, to be known as the Normal School Cadet Company. The military instructor holds the rank of Captain, and commissions are issued to the student officers of the company. Upon graduating from the institution, or being honorably dismissed therefrom, such officers may resign their commissions or hold the same as retired officers of the Cadets, liable to be called into service by the Commander-in-Chief in case of war, invasion, insurrection or rebellion.

Under this law, the requisite ammunition and accessories for a course in target practice will be furnished to the institution each year.

The company target range is situated within a mile of the campus in a safe location, and much interest is taken in this important work, a large per cent. of the young men annually qualifying as marksmen or sharpshooters under the regulations prescribed for the National Guard.

The drill is conducted in strict accordance with the regulations of the United States Army.

Three or four days are spent each year in camp, giving practical experience in camp routine, issue of rations, guard duty, signal practice and extended order work.

The uniform, which is required to be worn at all drills, is of cadet grey, neat in style, serviceable and comfortable. Directions for ordering the uniform will be furnished to prospective students upon application to the president.

Drills will occur four times per week during the year. None are excused from the regular drills except upon the presentation of a written certificate of disability signed by a physician.

ATHLETICS

The necessity of physical exercise has been fully explained under the headings "Physical Culture" and "Military Drill." Few schools in the West do more for the bodily development of the students than this one. The athletic training is under the personal charge of a competent director, who is a member of the faculty. Nowhere else in the Southwest can the clean-minded athlete find so good advantages for his highest development physically. Particular stress is laid upon gentlemanly conduct on the part of all those who participate, and as a result, the Tempe teams are commended everywhere for their true sportsmanship, and gentlemanly conduct.

During the past year great interest was added to the work in general and class teams in particular by the presentation to the athletic associations of three beautiful silver cups. These were given by the "Student," and stand as prizes to be contended for yearly by the various class teams in track, tennis, and basketball.

BASKET-BALL

This game has proven to be one of the most popular and exhilarating pastimes of the school. Adjacent to the Girls' Dormitory are two ideal basket-ball courts for the benefit of the young ladies who enjoy this game. Numerous teams are organized and many interesting games played. The annual Inter-Class Tournament for the "Student" cup provides a series of games that are full of spirit and enthusiasm and gives every player a chance to participate in match games. Besides these, various teams play games with other school teams.

There is no game superior for general physical development, and the grade of training is shown by the fact that the Normal teams won every inter-scholastic game this season, notwithstanding that the Normal line-up was repeatedly changed.

TRACK ATHLETICS

A Track Association was organized during the past year, and so successful was its growth that it already stands on a level with any of the older organizations.

Suits and equipment were purchased; a fine one-sixth-mile track constructed, and three enthusiastic track meets held. Many of the records made would be a credit to any college team. The inter-class contest for the "Student" cup gives all a chance to show their merit. Any student interested in track work will find a splen-

did field at the Normal. As this affords one of the best means for building up healthy bodies, no effort will be spared to foster its growth.

BASEBALL

The baseball team showed its quality by twice winning the territorial championship. The diamond, located on the campus, is one of the best in Arizona; and adjoining it are the well-equipped training quarters, provided with shower baths, suits, gloves, and various other conveniences.

An annual schedule of games is arranged with the leading teams of the territory and many interesting games are played. A convenient and well-equipped grand-stand has been established on the Normal field. In this, as in all other sports, the most careful supervision is exercised, and the very highest grade of coaching given.

TENNIS

The one branch of athletics that does and can do most for class-spirit is Tennis. In it the class as a whole is best represented.

Several splendid courts—the best in the Territory—have been made and are kept up by the school. Everything is done that will enable the students to enjoy the game to the fullest during the whole school year.

In February of each year a tournament is held, wherein the most prominent schools of this part of the Territory take part. Two valuable cups are offered for the men's games, while individual prizes go to the winners in the ladies' games.

In addition to this event, inter-class matches are held, generally two each year, besides matches with leading schools not represented in the tournament.

DEPARTMENT OF MANUAL TRAINING

The manual training course affords opportunity for complete preparation for workmanship and teachers of the subject. The department is excellently equipped for cabinet work and certain forms of carving and pattern-making. Turnery will be added to the course, beginning September, 1908. Instruction in other materials will be given such as the needs of the students seem to demand.

The aims of manual training as taught here are:

1. To encourage and stimulate self-reliance, invention, neatness, proportion, harmony, and accuracy; to make competent, independent workmen, capable of designing, making or repairing in house or furniture construction.

2. To recognize correct effect in furniture or house design, and to enable the student to judge of their intrinsic value from the standpoint of a buyer.

3. To assist Juniors and Seniors to plan and prepare courses of study and their presentation, to the end that they may become competent to teach the subject.

As outlined, the course embraces all grades of the training school above the fourth; and includes the first three years of the Normal. In the remaining two years the work is elective.

The problems designated below aim to embody such principles of construction and finish as are within the scope of the student ability of the grade to which the problems are assigned. All discussions are built upon the material, construction and finish of these problems.

Other problems than those mentioned may be substituted, provided the same principles are embodied. The time devoted to the work is two periods a week. Much extra time may be put in by pupils who elect to do so.

As in other work in the grades, the Training School pupils will be taught by means of a series of problems, the fundamentals in preparing wood for use in construction. Through the problems will come talks on wood and tool manipulation. Nothing but work well done will be accepted. Incorrect habits of workmanship will be guarded against, that the pupil will not find himself under the necessity of unlearning errors of thinking and working. No class of pupils is required to execute all of the constructions in a certain year or term, nor will any pupil be limited by anything except his manifest ability.

By grades, the pupils make such articles as the following:

Fifth Grade:—Bread board, pen-tray, key-rack, toothbrush-holder, blotter pad.

Sixth Grade:—Towel-roller, spool-holder, foot-stool, bookrack, hexagonal trays and cutting boards.

Seventh Grade:—Wall-pocket, candlestick-holder, coat-hanger, broom-holder, book-trough, hatrack, tabourette, square, stool.

Eighth Grade:—Towel-rack, plate-rack, picture frame, square table, carved trays, lamp-stand, pedestal.

These problems are made from drawings and pupils are required to understand and read same at completition of the eighth grade, with ability to execute drawings of simple constructions.

The Normal course allows considerable latitude as to specific articles, but will insist upon certain points being executed; such as haunched tenon and mortise, keyed mortise and tenon, half lap, half-lap miter dovetail, framing. The pupils make such problems as the following:

Tabourette, knife-box, center-table, library-table, settee, Roman chair, lamp-stand, hall-tree, plate-rack, picture frame, piano bench, magazine case, etc.

The problems are made the foundation for discussions of woods and their growth as related to constructive or building uses; the making of wood preservatives and finishes, and a variety of discussions pertinent to the work. While the theoretical and educational are not lost sight of, the trade or practical side of the workshop is kept largely in mind, that the young men who elect the work may be fitted in a great measure for workmen in the trades. This side is made a feature because not all of the young men who enter school will become teachers, but wish to fit themselves for more skillful positions in the various fields of industrial work. Those who prepare for professional work receive extra instruction and lectures upon the scope and intent of this branch of the public school work.

Plan and elevation drawing, isometric and cabinet projection, as well as pure mechanical drawing, dealing with geometrical principles necessary to shop work is required. Working drawings, tracings and blue-prints are made, and experience in their preparation and manipulation required of the pupils. The completion of this work will be sufficient to obtain positions for graduates in drafting rooms.

Structural drafting is offered as an elective.

Juniors and Seniors who elect to take the work, will finish a series of problems to cover a suitable course for teaching. They

will be required to write a course of study and to do a certain amount of teaching. The completion of this work will enable them to secure positions of manual training or to embody the work in general school work to a large extent.

The students have access to a number of reference books for assistance, among which the following are especially helpful:

Craftsman; Manual Training Magazine; School Arts Book; Chicago Course of Study, R. M. Smith; American Carpenter and Builder; American Cabinetmaker; Mechanical Drawing, Anson Cross; The Manual Training School, Woodward; Elementary Woodworking, Foster; Mechanical Drawing, Tracy; Primer of Forestry, Department of Agriculture; Problems in Woodworking, Murray; Woodworking, Hasluck; Encyclopedia of Carpentry, Masonry, and Joinery; National Builder; Woodworkers' Review; Pattern Making and Molding.

CLASS OF 1908

STUDY HALL

The Tempe Normal School of Arizona

GENERAL INFORMATION

LOCATION

The Tempe Normal School of Arizona was instituted by an Act of the Territorial Legislature, approved March 10, 1885. It is located at Tempe, a city of 1,400 inhabitants, nine miles from Phoenix, the capital of Arizona. Railroad communication with all parts of the Territory is furnished by the Maricopa and Phoenix and Salt River Valley R. R. and the Phoenix & Eastern, giving direct connection with the main lines of the Southern Pacific and Santa Fe systems.

Tempe is situated in the midst of the fertile Salt River Valley, one of the finest agricultural sections of the West, and whose residents are a thrifty and industrious people, engaged in farming and fruit raising. The moral and social atmosphere is of the best, and the climate during the entire school year is delightful and most salubrious.

The school buildings are thoroughly modern, sanitary, well equipped and pleasantly and conveniently situated. Seven church societies hold services in the city.

DESIGN

The legislative enactment which established this Normal School (Chap. III, Par. 2515, Sec. 1, Code of Arizona) provides that instruction shall be given in the "art of teaching," and also "in all the various branches that pertain to a good common school education;" also "in the fundamental laws of the United States and in what regards the rights and duties of citizens." An examination of the present course of study will show that the legislative intent has been carefully observed.

THE CAMPUS

The Normal grounds, covering an area of twenty acres, are beautifully arranged with gravelled walks and drives, bordered with fine lawns and lined with a pleasing variety of shade trees, shrubbery, and flowering plants. Abundance of water and the constant care of an experienced gardener makes the campus a truly delightful spot. The plants have been selected with a view to furnishing material for work in botany, as well as for adornment, and one

will find here many varieties of hardwood trees, as well as palms and other sub-tropical vegetation. Not the least interesting tract is the "desert garden," which exhibits many of the typical plants of the neighboring arid region, including many species of cactus, yucca, and the like. The campus includes a parade ground for military drill, screened basket-ball and tennis courts, and an athletic field, including ball ground and running track.

BUILDINGS

NORMAL BUILDING

The oldest building on the campus is the Main Building, which was erected in 1894. This is a commodious three-story structure of pleasing architecture, the lower story of sandstone and the superstructure of brick with sandstone trimmings. Here are located the main assembly rooms, class-rooms and armory. The building is characterized by ample corridors and high ceilings, supplying an abundance of light and air.

SCIENCE HALL

The new Science Hall will be in readiness for occupation by the opening of the school year 1908-09. It is a handsome structure of brick, 94x70 feet, and two stories in height.

Upon the first floor are located a lecture room for physics and chemistry, with raised seats, demonstration table, gas chambers, electric projection lantern and other facilities for illustration. On either side of this room are the laboratories for physics and chemistry. These are lighted by ample windows on two sides and are to be equipped in thoroughly modern fashion, with gas and water supply, electric current for experimental work and positive ventilation by means of fans. The laboratory furniture will be of approved design and complete in detail.

The first floor will also contain a well-equipped laboratory for work in physiography. The second floor includes laboratories in biology and physiology which will be fitted in the same thorough manner, also a museum and quarters for the department of drawing.

The executive offices will also be located in this building.

AUDITORIUM AND GYMNASIUM

The projected auditorium and gymnasium which will be begun at some time next year, will complete the scheme of arrangement of the principal buildings on the campus. This building will face

the new Science Hall, and these, with the Main Building, will form a quadrangle which will be suitably laid out in lawns and adorned with flowering plants and shrubbery.

TRAINING SCHOOL

It may well be said that the Training School is a model building of its kind. It is located conveniently near the Main Building, and is constructed on rational lines, is built of brick, covering a space of 130x136 feet, and comprises two offices, ten class-rooms, large double assembly room, and two manual training rooms, all of which are upon the one floor level, thus entirely avoiding the use of stairs. By an ingenious arrangement of windows, perfect lighting and ventilation are secured, and the entire equipment is in consonance with the latest and most approved ideas of school hygiene and management.

DORMITORIES

Students living at a distance from Tempe will find it greatly to their advantage to secure room and board in one of the dormitories connected with the school. There are two dormitories situated on the campus, one for young women and one for young men.

The girls' dormitory is situated near the southwest corner of the campus, facing the street on the west, and conveniently near the school buildings. It is constructed of brick, two stories in height, and, with the addition completed last year, furnishes rooms for 135 young ladies.

Each room is intended for the accommodation of two students, and is provided with two wardrobe closets, and with city hydrant water, electric light and steam heat. The furnishings of each room include carpet, study table, chairs, dresser, two single beds, with all necessary bedding, blankets and linen, so that the student is not expected to furnish anything in this line. There are ample, well-lighted hallways, two large parlors and a comfortable sitting room. On both floors are located toilet rooms and baths, with hot and cold water. A piano is at the disposal of the dormitory students. The dormitory is under the supervision of an experienced preceptress, and is in all respects a model home. The location of the building is all that can be desired, either from a sanitary or an esthetic standpoint. Facing the west, it commands an unobstructed view over green fields, bordered with trees, to the Maricopa and Estrella mountains in the distance. The water supply is from the Tempe city water works, and is pumped from a deep well, thus being free from any possibility of contamination, and a chemical examination has shown it to be of superior quality for all purposes.

The boys' dormitory is situated on the campus east of the Training School, and is a two-story brick building of pleasing design. The furnishings are similar to those of the girls' dormitory, and each room is provided with hydrant water, electric light and steam heat. This dormitory is under the direct supervision of a member of the faculty, who resides in the building.

DINING HALL

The new dining hall which was recently erected at a cost of $6,500 is located midway between the dormitories and is a modern brick building, 60x85 feet. The dining room is light and airy and of a size sufficient to accommodate 200 boarders. The table furnishings are neat and attractive, and the kitchen is as fully equipped as that of a first-class hotel, and is in charge of an experienced cook. The table board is of excellent quality and well served.

PRINCIPAL'S RESIDENCE

With the rapid increase in attendance and the establishment of dormitories, have come increased demands upon the personal attention and supervision of the principal. To facilitate the proper performance of these executive duties, the Board has deemed it expedient to erect upon the campus a residence for the use of the principal. This is a neat two-story brick dwelling of eight rooms, located east of the Main Building, well arranged and fitted with modern improvements. Its architectural style is in harmony with that of the other buildings, and it adds in no small degree to the appearance of the group.

HEATING SYSTEM

A central heating plant has been installed at a cost of $15,000. This furnishes steam heat to all the buildings situated on the campus, securing proper regulation of temperature and ventilation without the annoyance and dust attendant upon the use of stoves.

EXPENSES

DORMITORIES

Board, room, light, heat, etc., can be procured in the dormitories at $16.50 per month. This includes all articles mentioned under the heading, "Dormitories," $14 per month will be charged for board at the Dining Hall to students who do not room in the dormitories. Board and room can be obtained in private homes if desired.

REGISTRATION FEE

All students of the Normal School, except the pupils of the Training Department, are charged an annual registration fee of $5, payable when they register for the year.

TUITION

A tuition of $5 per quarter is charged to special students. This includes the registration fee and is payable quarterly in advance. Special students are those who do not sign a declaration to pursue the regular Normal course, and who do not expect to become teachers. Such students are not required to take any of the professional studies of the course, and they may select such subjects from the course as will be most advantageous to them in pursuing special courses of study.

BOOKS

The cost of books and stationery varies from $10 to $15 per year. Examination paper, pens, inks, pencils, etc., are furnished to the students without expense.

APPOINTMENTS

The right to nominate a pupil biennially is secured to each member of the House and Council of the Legislative Assembly of Arizona, preference to be given for the space of sixty days next after the qualification of said member to pupils of the county from which said member is elected, after which time (no pupil accepting) he may nominate a pupil from any other county of this Territory. No tuition is charged regular students receiving the nomination, but each one pays an annual registration fee of $5.00.

It is greatly desired that the members of the Legislature, respectively, appoint students to the Normal School, as authorized by law, and the County Superintendents and all others interested

in supplying the schools of this Territory with well educated and properly trained teachers should recommend to this school persons who desire to become teachers and who give promise of usefulness in that profession.

DEPARTMENTS

The school is organized in two divisions, the Normal Department and the Training School.

The Normal Department offers a five years' course, one-fourth of which is devoted to strictly professional instruction.

The Training School is an adjunct to the Normal proper, and is designed to give the members of the Senior class actual practice in teaching. The course articulates with the first year's work in the Normal, and comprises the eight grades of the public school course.

ADMISSION

1. THE NORMAL

Candidates for admission to the Normal department will be required to pass a satisfactory examination. Certificates from an accredited school will be accepted in lieu of such parts of this examination as the faculty sees fit.

2. ADVANCED STANDING

Candidates for advanced standing in the Normal department must convince the faculty that their preparation for any particular subject has been sufficiently thorough to enable them to pursue it profitably. This preparation may be shown either by an examination, by class records in the Normal, or by the certificate of accredited schools.

3. HIGH SCHOOL GRADUATES

Graduates of High Schools maintaining a four years High School course will be admitted to the Senior Class, provided, that the courses of study of said high schools are approved by the Territorial Board of Education and the graduates are recommended for professional work by the principals of the High Schools.

4. TIME OF ADMISSION

Students will find it greatly to their advantage to enter the Normal at the beginning of each semester; but they will be admitted at any time, subject to the above restriction.

GRADUATION

1. In order to receive a diploma from this institution, a student must have attained the age of 18 years.

2. No student shall be admitted to senior standing who has more than 5 hours' work per week for the year, in addition to the regular senior course or its equivalent.

3. Candidates for graduation must have completed at least one full year's work in this school, and in addition to satisfactory standing in scholarship, must have given satisfactory evidence of a good moral character and the executive ability necessary to the proper management of a school.

4. Students from other institutions applying for senior standing must have completed a four years' high school course and

must hold a teacher's certificate. They may also be required to pursue, in this school, one or more subjects below the senior year, at the discretion of the faculty.

5. The diploma entitles the holder to teach a primary or grammar school in any county in the Territory during life without examination. They are also accredited in the State of California.

EXAMINATIONS AND REPORTS

Students shall attend all required examinations of the year. A standing of seventy-five per cent constitutes a passing grade. This grade is based upon class standing and examinations.

On the same basis, seventy per cent constitutes a conditional grade, and the student may be required to review the subject. A grade below seventy per cent is a failure, and the subject must be taken over again by the student.

The examinations shall be in writing, or partly written and partly oral, and shall be conducted by the instructor in charge. The examinations are held at irregular intervals, without notice to the students, and occupy only the recitation period.

Reports will be made at the end of each quarter to the parents and students, showing the standing in the subjects studied during the quarter.

GOVERNMENT

The endeavor of the faculty is to enforce strict discipline in all departments of the school, the aim being to secure this by an appeal to the honor of the student; but in case of failure to secure the desired end in this way, the faculty will not hesitate to enforce prompt obedience to all rules and regulations. Those who do not conform cheerfully to all requirements will be permitted to withdraw or be dismissed from the school.

LIBRARY AND READING ROOM

The school offers to students the advantages of a conveniently arranged and well-lighted library and reading room on the first floor of the Main Building. The shelves contain a good working selection of standards in history, science, professional and general literature, educational reports, government reports, encyclopedias and other reference works. The professional and historical departments are especially well equipped, making it possible for work in those lines to be conducted on the seminary plan.

The library subscribes regularly for about eighty of the best magazines along literary, professional, scientific and general lines.

As volumes of these magazines are completed, they are bound and placed on the shelves as reference books. One hundred and twenty bound volumes of magazines have been added to the library during the past year. Their use is facilitated by a cumulative index furnished by the library.

The total number of volumes is 5,000, and additions are made annually.

The library is classified according to the most approved methods of library science, and is under the direct supervision of a trained librarian whose duty it is to aid the students in their researches and increase their knowledge of how to use the library. A dictionary catalog, arranged alphabetically by author, subject and title, greatly enhances the usefulness of the library. The reading room is open on all school days from 8:30 A. M. to 5:00 P. M.

Following is a list of the periodicals regularly taken for reading room:

American Journal of Archaeology, American Journal of Philology, Army and Navy Register, American Naturalist, American Carpenter and Builder, Atlantic Monthly, American Historical Review, Art Bulletin, American Physical Educational Review, Bookman, Botanical Gazette, Classical Review, Classical Journal, Classical Philology, Carpentry and Building, Current Literature, Craftsman, Collier's, Chicago Record-Herald, Century, Delineator, Electrical Age, Electrical World, Engineering Magazine, Education, Educational Review, Etude, Edinburgh Review, Forum, Harper's, House Beautiful, Hints, International Studio, Journal of Geography, Journal of Geology, Journal of Philosophy, Psychology, and Scientific Methods, Library Journal, Las Novedades (Spanish), Life, Literary Digest, McClure's, Manual Training Magazine, Magazine of History, Musician, Nature, National Geographic Magazine, National Magazine, Nation, North American Review, Our Times, Outlook, Pacific Monthly, Physical Culture, Political Science Quarterly, Practical Carpenter, Psyche, Pathfinder, Pedagogical Seminary, Popular Educator, Primary Education, Popular Science Monthly, Reader, Review of Reviews, Readers' Guide, Success, Sunset, St. Nicholas, School Arts Book, School Review, Scientific American, Scientific American Supplement, School Science and Mathematics, Science, School Music, Scribner, Speaker, Theatre, Technical World, Teachers' Monographs, World Today, World's Work, Western Journal of Education, Woodcraft, Youth's Companion.

LECTURES

In addition to lectures given by the Faculty, a series of entertainments of high order, mostly lectures, is arranged each year. They have been a source of great profit and pleasure to the student.

Several good lectures will be provided for the ensuing year.

The frequent appearance of prominent people upon the rostrum at the opening exercises, most of whom favor the students with short, eloquent and instructive addresses, is a pleasant feature of the school.

LITERARY SOCIETIES

There are in the Normal three well organized and well conducted literary societies—the Alpha, Olympian and Philomathean. Every student of the institution is a member of one of them.

The regular meetings of the societies are held Wednesday afternoon from 3:30 to 4:30, and programs are prepared for public entertainment from time to time during the year.

The regular meetings are conducted according to parliamentary usages, and are designed to acquaint their members with the customs and practices of deliberative bodies, to give an impetus to literary investigation and to develop a talent for literary work, public speaking, and extemporaneous speaking. The members of the Faculty are honorary members of all societies. The work of the students in these societies is considered a part of the regular work of the school.

In addition to these regular societies, the young men of the institution have organized a society for the special purpose of practice in debate. The society is known as the Athenian Debating Club, and meets in the Normal building each Tuesday evening.

PUBLICATIONS

THE STUDENT

During the school year the students publish a weekly paper, the "Tempe Normal Student." It aims to report and to stimulate the activities of school life, and is illustrated with half-tones and original drawings by the pupils of the Art Department; besides the local news, it contains papers of general interest contributed by the Alumni and others. The publication brings outside friends into touch with the life of the school and is a bond of union between Alumni, parents, and students.

For the past two years the "Student" has offered two medals to the pupils of the Arizona high schools, to be competed for in a declamatory contest held at Tempe in March. These contests have been highly successful in stimulating a beneficial rivalry among the various schools, and the contest has established itself as an annual event.

Following the policy inaugurated at the outset, the managers of the "Student" last year offered three silver trophy cups to be competed for in athletics by the various classes. These inter-class athletic contests have contributed something to the general good of athletics at the Normal, and next year the cups will again be competed for in basket-ball, tennis, and track work.

The editorial staff of the paper is self-perpetuating, three elections being held during the course of the school year. Students are encouraged to write for its columns, and every student has a chance to try for a place on the staff. While the paper serves as an adjunct to the English department, it is primarily a student publication.

THE MUSEUM

A room in the main building has been set apart for the display of material illustrative of the work in natural science. Wall cases have been provided, and the supply of material includes a collecton of fossil forms, a general collection of minerals, the nucleus of a collection of the minerals of Arizona, and a beginning of a series of the native woods of the Territory. There is a growing herbarium of native plants for comparison and illustration.

Upon the completion of the new Science Hall, the museum will be removed to the more commodious quarters there provided, where increased space will enable the collections to be displayed in the manner best suited to their use as a means of education. Additions to the collections have this year been received from Dr. Burt Ogburn, Rev. W. H. Salyer, Mr. Sharkey, Rev. T. F. Bolger, Tempe, and Frank C. Miller, and Jos. M. Culver, Los Angeles, Calif., F. A. Golder, Cambridge, Mass.

LABORATORIES

The physical and chemical laboratory is equipped with suitable tables, with water supply and waste pipes, and lockers for individual apparatus. The outfit of chemicals, glassware and apparatus is ample for a large class, each student being provided with the necessary apparatus for the series of experiments. The stock of physical apparatus, besides that necessary for lecture experiments and class demonstration, includes a sufficient number of duplicate sets to enable an entire division to work simultaneously at the same exercise, by this means effecting a great saving of time in the laboratory practice.

The physiographic laboratory is to be equipped with tables for individual and class work, with wall cases for illustrative material, and with suitable maps and relief models and facilities for modelling in sand and clay.

The biological laboratory is furnished with tables to accommodate a large class, and is supplied with dissecting microscopes, glassware, dissecting instruments, etc. The stock of compound microscopes is yearly being increased, and there is an equipment of apparatus for the preparation of histological material.

PRIZES

The Moeur medal, awarded by Dr. B. B. Moeur, of Tempe, for excellence in debate, is contested for by representatives of the Olympian and Philomathean Literary societies, the medal being awarded to the best individual debater.

The Jones Prize, for scholarship, which was established by the late Dr. Chas. H. Jones, of Tempe, is awarded each year upon graduation to that student who has obtained the highest standing in class work during the three years immediately preceding graduation. The prize consists of a complete set of the Encyclopedia Americana, which, with a handsome case, becomes the personal property of the winner.

The Athenian Debating Club offers three gold medals annually as prizes for excellence in essay, declamation, and oration. The medals are competed for by the members of the regular literary societies during commencement week.

The Harvard Club of Arizona offers to the Seniors of the school a medal for the best essay on some topic connected with Arizona, the subject matter of the essay to be original.

The Alpha Literary Society offers three gold medals to its own members for excellence in essay, declamation and oration.

Other prizes will be given during each year to encourage oratorical work in the literary societies and to foster interest in inter-society debates.

THE ALUMNI

This association now numbers 319 members. It holds two regular meetings each year and an annual banquet the day after commencement.

It is confidently believed that all graduates of this school will manifest a lively interest in its welfare. Their influence on the schools of the Territory is already plainly seen, and will doubtless increase. The Faculty desires to be informed of the success of the graduates, and also to render them professional assistance as far as possible.

It is the desire of the Principal to know the permanent address of each one who has been graduated from the Normal School.

Any change in residence or occupation, if made known, will be properly recorded. A mistake of any kind will be cheerfully corrected as soon as attention is called to it.

TEACHERS' BUREAU

The Faculty do not wish to be understood as agreeing to furnish employment for their students upon graduation, but feel warranted in saying that they have many opportunities of recommending teachers to good positions, and they are pleased to do so, thereby rendering a service mutually helpful to their students and to school officers.

The Principal of this school, when requested, will take pleasure in furnishing to school officers accurate information in regard to the fitness of students and alumni of this school to teach; also, when desired, will put them in communication with teachers seeking employment. In order to be able intelligently to recommend a teacher to a position, it is necessary that the Principal be in possession of a full, detailed statement of the requirements of that position and of its surroundings.

CORRESPONDENCE

All correspondence in regard to the management of the school, expense of living, conditions of admission, etc., and all applications for catalogues and announcements, should be addressed to the Principal of the Normal School of Arizona, Tempe, Arizona.

Those who have decided to attend the Normal should write to us stating when they will arrive, so that we may meet them at the train. If you do not know upon what train you will arrive, and there is no one to meet you, come to the Normal building.

VISITORS

Visitors are made welcome at all times. Teachers and educators are especially invited.

We are also pleased to see patrons of the school, and are glad to have visitors at our morning exercises, which commence at 9 o'clock.

The school belongs to the Territory; show your interest in it by paying it an occasional visit.

REGISTER FOR 1907-8

NORMAL DEPARTMENT

Armitage, Ethel.....Benson
Axtell, Elizabeth.....Tombstone
Ballou, Herbert.....Illinois
Barkley, Robena.....Buckeye
Barnard, Edward.....Michigan
Barr, Eula.....Phoenix
Barr, Hazel.....Phoenix
Baxter, Francis.....Mesa
Beebe, Lillis.....Kelvin
Belknap, Carroll.....Skull Valley
Beloat, Carrie.....Liberty
Benson, May.....Willcox
Blake, Parley.....Tempe
Blakeley, Isabel.....Kingman
Blome, Harold.....Tempe
Blome, Maurice.....Tempe
Blount, Elizabeth.....Tempe
Blount, Louise.....Tempe
Bond, Eliza.....Mesa
Brandenberg, Annie.....Winkelman
Breedlove, Fannie.....Phoenix
Brooks, Jennie.....Michigan
Buck, Vera.....Tempe
Calkins, Francis.....Phoenix
Campbell, George.....Phoenix
Carrol, Hazel.....Mesa
Carter, Marcia.....Phoenix
Casanega, Anna.....Calabasas
Casanega, Nelly.....Calabasas
Cave, Lillian.....California
Chatham, Jesse.....Nogales
Chilson, Bessie.....Payson
Clifford, Jesse.....Nacozari, Mexico
Cole, Lena.....Tempe
Coleman, Amelia.....Tempe
Collins, Hazel.....Florence
Collins, Helen.....Florence
Conroy, Olive.....Tempe
Cook, Erce.....Globe
Corbell, Homer.....Tempe
Corbell, Mary.....Tempe
Cornelius, Carlos.....Globe
Cox, Loreen.....Jerome
Craig, Edward.....Texas
Creswell, Rufus.....Winslow
Crook, Pearl.....Tempe
Cummings, Lucy.....Tempe
Cummings, Maude.....Tempe
Cummins, Blanche.....Tempe
Curtis, Elsie.....St. David
Curtis, Elzina.....Thatcher
Decker, Natalie.....Pennsylvania
DeMund, Lottie.....Yuma
Diaz, Antonia.....Solomonsville
Dickinson, Meda.....Tempe
Dines, Flossie.....Tempe
Doherty, Edith.....Nogales
Dorsett, Pearl.....North Carolina
Dunlap, Marv.....Douglas
Duval, Helen.....Phoenix
Dykes, John.....Mesa
Dykes, Leonard.....Mesa
Easterwood, Iva.....Tempe
Ellis, Dora Jean.....Tempe
Farley, Mary.....Dos Cabezos
Fellows, William.....Tempe
Finch, Lora.....Tempe
Fitzgerald, Catherine.....Prescott
Fitzgerald, May.....Solomonsville
Forsee, Blossom.....Tempe
Francis, Marvine.....Flagstaff
Gilleland, Eugene.....Globe
Gilleland, Millicent.....Tempe
Goodfellow, Lillias.....Pine

NAME	ADDRESS
Goodwin, Leona	Tempe
Gordon, Ernna	Phoenix
Greenlaw, Vera	Flagstaff
Halbert, Jackson	Christmas
Halleck, June	Signal
Haigler, Pearl	Tempe
Hanson, Wiley	Tempe
Harmon, Ben	Tempe
Harmon, May	Tempe
Harmon, Zenobia	Mesa
Harris, Nellie	Tempe
Hartnett, Dan	Jerome
Haulot, Mary	Phoenix
Hayden, Augusta	Scottsdale
Hazlewood, Johnie	Young
Hibbert, Florence	Mesa
Hibbert, Maude	Mesa
Holmesley, Hallie	Tempe
Hudlow, Ulah	Hillside
Hurler, Clarence	Mesa
Hurler, Jennie	Mesa
Johnston Edith	Tempe
Johnston, Kenneth	Tempe
Jones, Doctor	Mesa
Jones, Dorothy	Congress
Jones, Evelyn	Congress
Jones, Laura	Tempe
Jones, Lucy	Congress
Jungermann, Albert	Tempe
Jungermann, Otto	Tempe
Keating, Lulu	Bisbee
Kilsby, May	Clifton
Kindred, Evelyn	Bisbee
Kirk, Burl	Humboldt
Larson, Gladys	Tombstone
Larson, Nathaly	Bisbee
Larson, Robert	Bisbee
Leavell, Marjorie	Tempe
Lee, Ivy	Phoenix
Lorona, Eliza	Florence
Lyall, Emma	Phoenix
Lynch, John	Washington
McComas, Ruth	Tempe
McDonough, John	Prescott
McGill, Laura	Tombstone
McKay, May	Congress
McKay, Nettie	Congress
McKee, Blanche	Phoenix
McNeley, Allene	Phoenix
McNulty, Frances	Tempe
McPherson, Josephine	Tombstone
Mahoney, Desmond	Benson
Mansfield, Lucile	Phoenix
Marlar, Lou	Phoenix
Maurel, Anthoney	Globe
Merritt, Harriett	Prescott
Meskimons, Irving	Tempe
Meskimons, Lucile	Tempe
Meyer, Mabel	Tempe
Miller, Emma	Tempe
Miller, Fay	Tempe
Miller, Halbert	Tempe
Miller, Rosie	Tempe
Miller, Winchester	Tempe
Millet, Art	Tempe
Millet, Cheddie	Tempe
Millet, Neoma	Tempe
Minor, Bert	Tempe
Mullen, Edith	Tempe
Mullen, John	Tempe
Nash, Lucy	Globe
Painter, Juanita	Tempe
Parry, Elizabeth	Tempe
Pearce, Zetta	Mesa
Peart, Dannie	Casa Grande
Peart, Harry	Casa Grande
Perry, Agnes	Tempe
Perry, Eben	Tempe
Perry, Maude	Tempe
Pickrell, Charles	Tempe
Pickrell, William	Tempe
Pieper, Emma	Payson
Pine, Clarence	Tempe
Pine, Nellie	Tempe
Pomeroy, Francelle	Mesa
Potts, Gertrude	Kingman
Prewitt, Fletcher	Bowie
Priest, Annie	Tempe
Priest, Lourdes	Tempe
Quinn, Jean	Tempe
Rabinnovitz, William	San Carlos
Rich, Ione	Tempe

Name	Address
Richards, Ethel	Tempe
Riecknoff, Fred	Tempe
Robbins, Inez	Tempe
Robbins, Ruth	Tempe
Roberts, Louise	Prescott
Robertson, Dorris	Tempe
Robertson, Lillian	Tempe
Rogers, Drua	Mesa
Rogers, Elva	Mesa
Rogers, Mabel	Mesa
Rogers, Norma	Mesa
Rush, Ovillah	Placerita
Saylor, Alson	Tempe
Schaal, Della	Douglas
Schmidt, Irma	Tempe
Schoshusen, Flora	Tempe
Scofield, Ralph	Humboldt
Sheldon, Joe	Texas
Shivers, Maud	Solomonsville
Sirrine, Ethel	Mesa
Sirrine, Maud	Mesa
Smith, Helen	Patagonia
Spear, Lola	Tempe
Snyder, Mamie	Kansas
Stafford, Ruby	Dos Cabezos
Standage, Earl	Mesa
Stayton, Lillian	Humboldt
Stephens, Belle	Phoenix
Stephens, Bettie	Dos Cabezos
Stewart, Ben	Tempe
Stewart, Josephine	Mesa
Stewart, Marco	Mesa
Stewart, Marie	Tempe
Stewart, Norton	Tempe
Stewart, Olin	Mesa
Sullivan, Jay	Yuma
Sund, Aaron	Tempe
Swiggett, Charles	Phoenix
Thew, Flora	Tempe
Thomas, Frank	Globe
Tompkins, Ruby	Phoenix
Trent, Nellie	Mesa
Tucker, Jeannetta	Tempe
Turner, Eva	Tempe
Turner, Mary	Tempe
Turner, Ruth	Tempe
Vanderwalker, Lulu	Tempe
Van Noate, Corrine	Tempe
Waddell, Beulah	Safford
Waddell, Laveda	Safford
Walsh, Aileen	Gila Bend
Warner, Grace	Tempe
Waterhouse, Jessie	Tempe
Webb, Mabel	Roosevelt
Westover, Charles	Tempe
White, Arthur	Bisbee
White, Nell Louise	Yuma
Wiatt, Lottie	Phoenix
Wilson, James	Tempe
Windes, Dudley	Tempe
Woolf, Irene	Tempe
Woolf, Mabel	Tempe
Zeigler, Mae	Humboldt

TRAINING DEPARTMENT

EIGHTH GRADE

1. Marie Alexander
2. Ethel Billengsly
3. Rita Cole
4. Maud Cole
5. Ida Fourr
6. Anna Ford
7. Pansy Harmon
8. Edna Miller
9. Lillian Meskimons
10. Lela Rich
11. Katherine Parry
12. Caroline Ruiz
13. Irene Robbins
14. Beulah Sturgeon
15. Nelne Still
16. Ida Tyler
17. Edith Warner
18. Don Alexander
19. Paul Corbell
20. Floyd Fisk

21. Ernest Gilleland
22. Horace Griffen
23. Tommy Gailey
24. Julius Goodwin
25. Wallace Miller
26. Will Nash
27. Fred Parry
28. Chas. Parry
29. Walter Pine
30. Chas. Rouse
31. Chas. Sturgeon
32. Carl Spangler
33. George Seals

SEVENTH GRADE

1. Enid Alexander
2. Edith Calkins
3. Lois Cole
4. Knell Coleman
5. Grace Hudlow
6. Marguerita Oviedo
7. Mabel Quinn
8. Grace Stewart
9. Addie Stone
10. Lura Wickliffe
11. Norma Webb
12. Zenobia Harmon
13. Sheldon Bayless
14. Forrest Brady
15. Frank Billengsly
16. Lester Bender
17. Chas. Cole
18. Chas. Chilson
19. Victor Corbell
20. George Decker
21. Harry Garner
22. Harry Meyer
23. Roy Richards
24. Barney Treut
25. John Van Riter

SIXTH GRADE

1. Bejarano, Elvira
2. Blount,Paul
3. Crook, Veiva
4. Chilson, Wilmirth
5. Fisk, Louise
6. Ford, Dean
7. Ivester, Florence
8. Johnston, Helen
9. Laney, Mabel
10. Manley, Mildred
11. Meyer, Albert
12. Meyer, Carl
13. Miller, Anna
14. Miller, Gussie
15. Roberts, Clara
16. Robertson, Orrick
17. Stone, Frank
18. Stone, Isabella
19. Tucker, Elyott
20. Wickliffe, Winnie

FIFTH GRADE

1. Blount, Marie
2. Chapin, Lucy
3. Chilson, Edna
4. Cole, Lewis
5. Coleman,Willamelia
6. Corbell, Ethel
7. Hanson, Lucy
8. Johnston, Dorothy
9. Knight, Alice
10. Laney, Grant
11. McLennon, Kenneth
12. Ruiz, Joe
13. Ruiz, Josie
14. Sampson, Allan
15. Seals, Neva
16. Skoknich, Maelan
17. Spangler, Lola
18. Spangler, Lula
19. Stone, Margaret
20. Teeter, Eva
21. Teeter, Glen
22. Teeter, Sam

23. Tucker, Myrtle
24. Turner, Nevada
25. Valentine, Karl
26. Walker, Marjorie
27. Zuck, Edna

FOURTH GRADE

1. Crook, Lanier
2. Daggs, Mary
3. Collins, Harold
4. Dobbie, Searles
5. Frizzell, Florence
6. Geach, Frances
7. Harmon, Tom
8. Kirkpatrick, Earl
9. Kirkpatrick, Helen
10. Kirkpatrick, Robert
11. McKinney, Byron
12. Mullen, Thaddeus
13. Oviedo, Rosa
14. Painter, James
15. Ruiz, Mary
16. Simmons, Linton
17. Turner, Ethel
18. Zimmerman, Erma

THIRD GRADE

1. Blount, Alma
2. Cole, Annie
3. Cole, Ruth
4. Collins, Marie
5. Corbell, Mabel
6. Ford, Vera
7. Ivester, Dewey
8. Ivester, Flora
9. Johnston, Janet
10. Pulsifer, Dean
11. Roberts, Irvin
12. Robertson, Alleen
13. Seals, Irvin
14. Williams, Frances
15. Zimmerman, Erdene

SECOND GRADE

1. Benetes, Pedro
2. Blount, Raymond
3. Calkins, Dorothe
4. Chapin, Leverett
5. Corbell, Beulah
6. Durnal, Leonard
7. Flumerfelt, Percy
8. Fryer, Henry
9. Imperial, Amalia
10. Miller, Horace
11. Mullen, Kenneth
12. Noriega, Beatrice
13. Pope, Helen
14. Roberts, Bernard
15. Robbins, Dick
18. Simmons, Charleton
17. Spainhower, Velma
18. Teeter, Earl
19. Uvez, Carmelita
20. Westover, Stella

FIRST GRADE

1. Alexander, Cecil
2. Benetes, Jose
3. Calkins, Margaret
4. Chilson, Warren
5. Cole, William
6. Collins, Homer
7. Daggs, Charles
8. Ford, Dove
9. Goodwin, Gordon
10. Hall, Frank
11. Imperial, Mercedes
12. Lohman, Henry
13. Lutzgens, Henry
14. Matley, Welcome
15. Meyer, Margaret
16. Mullen, Teddy
17. Murchison, Daniel
18. Murphy, Francis
19. O'Conor, Jack
20. Osborn, Mary

21. Oviedo, Susie
22. Painter, Marguerite
23. Parry, Susan
24. Pulsifer, Paul
25. Quinn, Katherine
26. Salyer, Bee
27. Spainhower, Floyd
28. Stone, Ollie
29. Thatcher, George
30. Turner, Paul
31. Uvez, Frances
32. Zimmerman, Wesley

SUMMARY OF REGISTRATION

Normal Department, including Class of 1908	229
Training Department	191
Total	420

ALUMNI REGISTER

CLASS OF 1887

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Etta Broomell	Four Years	Los Angeles
(Mrs. J. Webster Johnson)		
Georgia A. Holmesley	Twelve Years	Clifton
Reese M. Ling	Two Years	Prescott
(District Attorney, Yavapai County)		
Colonel James H. McClintock	Five Years	Postmaster, Phoenix
Gertrude Pomeroy*	Five Years	

CLASS OF 1888

Kate Cummings	Five Years	Tempe
(Mrs. Fisher Bailey)		
Martha Sears*	Five Years	
Henry Q. Robertson	Nineteen Years	Tempe

CLASS OF 1890

Nanna Brown	Three Years	Tempe
(Mrs. John Knight)		
Lena Coughran	One Year	Tempe
(Mrs. J. M. Sears)		

CLASS OF 1891

Lee Gray, LL. B. (Yale, 1893)		Los Angeles
(Attorney)		
Jeosphine Frankenberg	Five Years	Tempe

CLASS OF 1892

Lillian J. McAllister		Los Angeles, Cal.
Victoria B. Shaw	Two Years	Tucson
(Mrs. Geo. K. Smith)		

CLASS OF 1893

Mamie Anderson	Four Years	Wickenburg
(Mrs. J. E. Boyd)		
Agnes Halbert*		
W. I. Melton	Ten Years	Toluca, Cal.
Lidia Rembert	One Year	San Francisco
Mary Wingar	Eleven Years	Pasadena, Cal.
(Mrs. Harry Archibald)		
Chas. C. Woolf, LL. B. (Univ. of Colo.)		Tempe
(Attorney)		

CLASS OF 1894

Myrtle Alpin	One Year	East Highland, Cal.
(Physician at Napa Insane Asylum)		
Joseph T. Birchett	One Year	Tempe
Addine Bury	Nine Years	La Cananea
(Mrs. Ira Reedy)		
Nettie Clay	One Year	Tempe
(Mrs. Ashby Hawes)		
Agnes Dobbie	Ten Years	Mesa
(Mrs. J. D. Loper)		
Allie Gray	Nine Years	El Paso, Tex.
(Mrs. Joe Sparks)		
Leroy F. Hill		Birmingham, Ala.
Mary E. McNeill	Thirteen Years	Tempe

*Deceased

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
John Metz	Six Years	Tucson
Blanche Newell	Eleven Years	Mesa
Rosina Pomeroy	Six Years	Mesa
Ella Saunders (Mrs. Louis Cordon)	Two Years	Shumway, Miss.
Anna R. Stewart	Ten Years	Tempe
Ida W. Woolf (Mrs. A. J. O'Connor)	Six Years	Tempe

CLASS OF 1895

Mariam Anderson (Mrs. M. A. Davenport)	One Year	Wickenburg
John R. Birchett	Two Years	Tempe
John J. Carroll		Tempe
Carrie Culver	Twelve Years	Corona, Cal.
Lottie Gibson (Mrs. R. L. Mullen)	Two Years	Tempe
Allie Holmesley (Mrs. Josiah Williams)	Six Years	Pima
J. Wallace Morse	Two Years	St. Louis
Chas. P. Mullen	Two Years	Tempe
Roscoe Walsworth, LL. D. (Harvard University, '05)		Boston
Maude J. Welcome (Mrs. Hudson Searles)	Four Years	Tucson
Bertha Wilson	Twelve Years	Tempe
E. Stanley Windes (Mrs. Dr. Metzgar)	Six Years	Santa Ana, Cal.

CLASS OF 1896

J. Lawrence Abell	One Year	Tucson
Nellie E. Culver (Mrs. Roy Frankenberg)	Eight Years	Imperial
Don J. Frankenberg	One Year	Tempe
Nott E. Guild		Red Rock
Florence G. Hanna (Mrs. J. B. Flummerfelt)	Four Years	Tempe
Carl T. Hayden		Sheriff Maricopa Co., Tempe
Jane M. Hedgpeth	Eleven Years	Phoenix
Lewis P. Hedgpeth	Eleven Years	Phoenix
Georgia A. Hendrix (Mrs. L. C. Austin)	Three Years	Nordheim, Tex.
Amina W. McNaughton (A. B., 1898)	Eleven Years	Pasadena, Cal.
Deborah I. Morris (Mrs. Doane Merrill)	Two Years	Benson
Julia R. Nichols (Mrs. B. C. Calhoon)	Five Years	Tempe
Bertha M. White (Mrs. Reese)	Eight Years	Bisbee
Roy Frankenberg		Imperial

CLASS OF 1897

May A. Austin (Mrs. William M. Goodwin)	Two Years	Tempe
Julius G. Hansen		Los Angeles, Cal.
Adele Hauxhurst	Ten Years	Rodondo, Cal.
May C. Huffer (Mrs. Bondhower)	Two Years	Globe
Jane P. Martin (Mrs. Verner A. Vanderhoof)	Two Years	Scottsdale

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Ana M. Miller (Mrs. L. D. Yeager)	Three Years	Phoenix
Clara M. Miller* (Mrs. Z. M. Zander)	Seven Years	
Flora L. Mills*	Eight Years	
J. Oscar Mullen	Seven Years	Postmaster, Tempe
Ada M. Peyton (Mrs. William Dodenhoff)	One Year	Phoenix
Mary C. Robinson (Mrs. W. J. Bowen)	Two Years	Mesa
Lucy M. Schwarz	Nine Years	Mesa
Addie Sirrine (Mrs. Ellis Johnson)	Five Years	Mesa
Verner A. Vanderhoff	Four Years	Scottsdale
Walter S. Wilson	Ten Years	Phoenix
Alice B. Windes	Eleven Years	Santa Ana, Cal.

CLASS OF 1898

Edith R. Abell (Mrs. Dr. Drane)		Mesa
Mary C. Bosbyshell (Mrs. Chas. Rhone)	One Year	Douglas
Flora N. Cohn	Ten Years	Los Angeles
Elizabeth W. England*	Two Years	
Louie V. Gage (Mrs. Dr. Dennett)	Three Years	Silver Bell
Una B. Hanna (Mrs. E. G. Decker)	Three Years	Kingman
J. Wesley Hill	Two Years	Tempe
Olive J. Maxwell (Mrs. C. A. Stewart)	Five Years	Los Angeles
Florence A. McKee (Mrs. Chas. Arnold)	Four Years	Phoenix
Julia E. Melton	Seven Years	Downey, Cal.
Mary R. Moore (Mrs. J. T. Hood)	One Year	Bisbee
Ethel M. Orme (Mrs. E. W. Lewis)	Four Years	Phoenix
Charlotte E. Perry (Mrs. Homer Redden)		Phoenix
William R. Price		Phoenix
Clyde A. Stewart	One Year	Los Angeles
Ida Warren Swiggett (Mrs. Van Kirk)	Nine Years	Phoenix
Walter H. Wilbur	Banker	Tempe

CLASS OF 1899

Garnett, Allison	Three Years	Mesa
Bessie Frances Archbald	Eight Years	Los Angeles
Eva L. Bowyer (Mrs. E. N. Jenkins)	Five Years	El Paso, Tex.
Lutie Marion Carlyle	Five Years	San Bernardino, Cal.
Nella E. Clark (Mrs. A. M. Harmer)	Two Years	Tempe
Robert O. Duncan	Six Years	Phoenix
Inez B. Fisher (Mrs. T. A. Collins)	Seven Years	Phoenix
Jessica Frazier	Seven Years	Denver
Martha Garnett	Eight Years	Phoenix
Garfield A. Goodwin		Tempe
Lena Rivers Hartsfield (Mrs. Will Payne)	Six Years	Tucson

*Deceased

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Ella Leota Hauxhurst (Mrs. Harry Galliver)	Six Years	Phoenix
Harry G. Hendrix	Five Years	Globe
Benjamin E. Hicks		Globe
Margaret Beatrice Hughes	Six Years	Weir City, Kansas
Frank R. Kellner (Mrs. J. Baxter Lewis)	Two Years	El Paso, Texas
D. Maude Lincoln (Mrs. A. C. Lockwood)	Four Years	Douglas
Alice A. Morse	Seven Years	Seattle, Wash.
Lillian M. Murray (Mrs. Irving Andrews)		Los Angeles, Cal.
Grace Newell (Mrs. Guy Collins)		Roosevelt
Edna A. Ozanne (Mrs. Walter S. Wilson)	Three Years	Phoenix
L. Clay Henshaw (Mrs. Ed. Bowers)	Two Years	Phoenix
Zebulon Pearce	Seven Years	Mesa
Minnie A. Perry (Mrs. Joe Bassett)	Two Years	Cordes
Madge P. Richmond (Mrs. Oscar Roberts)	Five Years	Phoenix
Gilbert States, M. D.	Three Years	Franklin, Idaho
Ida W. Temple (Mrs. E. C. Piper)	Five Years	Benson
Ruby M. Tucker (Mrs. Chas. Woolf)	Four Years	Tempe
Lillian A. Vaughn (Mrs. J. Dunbar)	Two Years	Benson
Emma Peyton (Mrs. Geo. Swindel)	Four Years	Manila, P. I.
Mary Malvina Wallace (Mrs. A. W. Woods)	Five Years	Bisbee
Veronica White	Eight Years	Bisbee
Lulu Belle Wingar (Mrs. Dr. R. R. Root)	Four Years	Pima

Owing to the action of the Board in extending the Course of Study, no class was graduated in 1900.

CLASS OF 1901

Noble Carter	Two Years	Manila, P. I.
Alma Morgan Davis	Two Years	Leorin, Idaho
Alice A. Fultz (Mrs. Archambeau)	Two Years	Prescott
Hattie M. Green (Mrs. Henry Lockett)	Three Years	Phoenix
Edna Lucy Greenleaf*	Two Years	
Dean Ely Godwin	Two Years	Ann Arbor, Mich.
Minnie A. Hill		Phoenix
Elizabeth India Hedgpeth	Seven Years	Phoenix
Josephine K. Hottinger (Mrs. Jessie Bunk)	Four Years	Santa Rosa, Cal.
Perla E. Martin (Mrs. Ed. Halderman)	Two Years	Bisbee
Eleanor Atlee Merriam	Seven Years	Phoenix
Mary Emma McNulty	Seven Years	Tempe
Helen Marion Stewart (Mrs. Ellis Wilcox)	Two Years	St. David
Elizabeth Schwarz (Mrs. Jones)	Four Years	Mesa

*Deceased

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Serretta Anne Sirrine (Mrs. Clarence Paddock)	Seven Years	Fallon, Nev.
Charles Albert Stauffer		Phoenix
Ethel M. Wilbur (Mrs. W. Dorman)		Mesa
L. Grace Webb	Seven Years	Mesa

CLASS OF 1902

Alice B. Appleby (Mrs. H. Wagnon)	Three Years	Douglas
Rachel Brady (Mrs. Levi Walker)	One Year	Tempe
Jessie F. Creager (Mrs. J. Kelly)	Three Years	Los Angeles, Cal.
Florence C. Ford	Six Years	Prescott
J. H. Gerard	Three Years	Phoenix
Leona L. Gibson	Six Years	Whittier, Cal.
Grace M. Godwin	Two Years	Santa Rosa, Cal.
Charles A. Haigler (Univ. So. Cal.)		Los Angeles, Cal.
Victoria F. Harmon	Six Years	Tempe
Leona M. Haulot	Six Years	Tempe
Clara W. Johnson	Six Years	Phoenix
D. D. Jones	Five Years	Mesa
Orren C. Jones	Six Years	Thatcher
Stella F. Ross	Six Years	Mesa
Mary J. C. Snyder (Mrs. Kendrick)	Two Years	Bumblebee
Orpha C. Standage (Mrs. O. Babbitt)	Three Years	Mesa
Edith F. Stewart (Mrs. J. Lane)	Five Years	Bisbee
Harry R. Trusler, LL.D., Class '06	One Year	Enid, Oklahoma

CLASS OF 1903

Charles Alexander	Four Years	Tempe, Ariz.
Raymond H. Alexander	Four Years	Lee Summit, Mo.
Elizabeth Cosner	Five Years	Tempe
Alice Curnow	Five Years	Tempe
E. Murray Curnow		Bisbee
Lelia Hicks (Mrs. Thos. Long)		Livingstone
Rose Irene Hottinger	Five Years	Oakland, Cal.
Janie Izora Irvine (Mrs. J. M. Lindsey)		Sunnyvale, Cal.
Ida May Johnson (Mrs. Ira H. Frankenberg)	Four Years	Tempe
Emma Laura King* (Mrs. Alma Davis)	One Year	
Mamie Gertrude King	Five Years	Phoenix
Lynn M. Laney		Univ. Cal., Berkeley
Ina Lucinda Listebarger (Mrs. J. Randolph Hamlin)		618 Gail St., Los Angeles
Clarence Mark Paddock		Fallon, Nev.
George Reed	Four Years	San Diego, Cal.
Elmer F. Ruse	One Year	Mesa
Orrin L. Standage	Five Years	Mesa

CLASS OF 1904

Deborah Allen	Four Years	Mesa
Rebecca Allen (Mrs. O. A. Phelps)	Two Years	Mesa
Winifred E. Allison (Mrs. Johns)	Two Years	England
Fannie Armitage	Four Years	Benson

*Deceased

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Helen Axtell	Four Years	Tombstone
Ernest Corbell	Four Years	Los Angeles
Grace Culver	Four Years	Los Angeles
Lucy Cummings (Mrs. J. F. Warner)	One Year	Washington, D. C.
Mabel Goldsworthy (Mrs. Fred Kenny)	One Year	Bisbee
Alice Grier	Four Years	Phoenix
Adelaide Kindred (Mrs. O. C. Fouse)	Three Years	Bisbee
Louise Lynd	Four Years	Tempe
Sallie Miller (Mrs. Paul Seitz)	Two Years	Lordsburg, N. Mex.
Mary Millet	Four Years	Tempe
Charlotte Mullen	Four Years	Tempe
Getha Munds (Mrs. A. A. Benedict)	Two Years	Camp Verde
Jennie Munds (Mrs. David Wingfield)	One Year	Camp Verde
Della Penn	Four Years	Santa Monica, Cal.
Ida Penn	Four Years	Santa Monica, Cal.
Pansy Robbins	Four Years	Tempe
Marion Thomas	Four Years	Yuma
Everett Wilbur	One Year	Tempe
Maude Wilson	Four Years	Tempe

CLASS OF 1905

Florence Armitage	Three Years	Fairbank
Jessie Blake	Three Years	Tempe
Jessie Clark	Three Years	Benson
Mattie Corbell (Mrs. Harry Brown)	Three Years	Show Low
Alice DeForest	Three Years	Troy
Nellie Duncan (Mrs. Everett Wilbur)	One Year	Mesa
Frank Dykes	Three Years	Clifton
Alice Greenleaf (Mrs. Francis Byrne)	Three Years	Yuma
Ione Greenleaf	Three Years	Yuma
Edgar Hendrix	Reclamation Service,	Browning, Mont.
Frank Hough	Reclamation Service,	Fallon, Nev.
Alma Jones	Three Years	Mesa
Laverna Lossing	Three Years	Phoenix
Bertha Lyall	Three Years	Phoenix
Ina McComas	Three Years	Tempe
Helen MacIntyre	Two Years	Phoenix
Mary Mullen	Three Years	Douglas
Elma Pulsifer (Mrs. Cone Webb)	Two Years	Roosevelt
Margaretha Schwarz	Three Years	Mesa
Harry Van Noate		Los Angeles
Vessa Wright	Three Years	Bisbee

CLASS OF 1906

Laura Agnew	Two Years	Tempe
Mabel Anderson	Two Years	Tempe
Harry Brown	Two Years	Tempe
Mamie Cain	Two Years	Prescott
Clara Clem (Mrs. Norman P. Palmer)	Two Years	Camp Verde
Eula Clem (Mrs. W. H. Dougherty)	One Year	Wickenberg
Delila Carrol	Two Years	Bisbee

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Maud Collins (Mrs. Elmer Redden)	One Year	Benson
Alma Cowan	Two Years	Bisbee
Iva Cox	Two Years	Tausred, Cal.
Olivia Doherty	Two Years	Nogales
Ethel Doherty	One Year	Nogales
Harriet Gaddis	Two Years	Clifton
Genevieve Gerald	Two Years	Globe
Ada Halderman	Two Years	Dragoon
Alma Harris (Mrs. Merton Stewart)	One Year	Tempe
Hazel Hendrix	Two Years	Clifton
Alta Holmes	Two Years	Phoenix
Clifford Johnston	Two Years	Tempe
Bertran Jones	Two Years	Mesa
Rollin Jones	Two Years	Mesa
Reinhold Jungermann	One Year	Univ. Cal., Berkeley
Mabel Kemp (Mrs. A. C. Duffy)	One Year	Vail, Ariz.
James King	Two Years	Phoenix
Annes Keating (Mrs. Fred C. Ayer)	One Year	Tempe
Karl Leebrick	Two Years	Covina, Cal.
Lucy Leftwich	Two Years	Jerome
Anna Matthews	Two Years	Tempe
Carrie Marlar (Mrs. G. Bright)		Phoenix
Marina Priest	Two Years	Tempe
Clarence Standage		Mesa
Jean Standage (Mrs. Don Le Baron)	One Year	Mesa
Sadie Stauffer	Two Years	Morenci
Bertha Stewart	Two Years	Mesa
Mary Stilwell	One Year	Phoenix
Elizabeth Ullman	Two Years	Morenci
Hester Wallace	Two Years	Bisbee
Gladys Wright (Mrs. Bertran Jones)	Two Years	Mesa

CLASS OF 1907

Kathryn Barnett	One Year	Los Angeles
Frankie Bellamy	One Year	Superior
Helen Benedict	One Year	Tombstone
Helen Blome (Mrs. Norman Windes)		Canal Zone
Stella Brown	One Year	Tempe
Rena Cole	One Year	Tucson
Josie Critchley	One Year	Tombstone
Fannie Dobbie	One Year	Mesa
Olive Griffen	One Year	Tempe
Mamie Hadsell (Mrs Henry Marlette)	One Year	Buckeye
Emma Haulot		Los Angeles
Maud Hayes	One Year	Phoenix
Fred Holmes		Roosevelt, Utah
Genevieve Hubbard	One Year	Phoenix
Rosa Jaime	One Year	Clifton

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Ethel Jones	One Year	Bisbee
Lucy Kenney	One Year	Bisbee
Mary Leavell	One Year	Tempe
Kittie McNichol	One Year	Humboldt
Alice Merritt	One Year	Bisbee
Nelly Murphy	One Year	Tempe
Georgia Quinn	One Year	Tempe
Amelia Rabinnovitz	One Year	Phoenix
Eva Ruse	One Year	Tempe
Lemmie Stauffer	One Year	Glendale
Maud Stewart	One Year	Tempe
Edna Stobbs	One Year	Phoenix
Palmyra Tamborino	One Year	Congress
Carrie Thompson	One Year	Douglas
Sydney Vensel	One Year	Phoenix
Iva Walker		Tempe

CLASS OF 1908

Ballou, F. Herbert	Tempe	Miller, Halbert	Tempe
Benson, May	Willcox	Millet, Artemus	Tempe
Cummings, Maude B.	Tempe	Perry, Maud	Phoenix
Duval, Helen	Phoenix	Pine, Nellie	Tempe
Easterwood, Iva	Phoenix	Potts, Gertrude	Kingman
Fitzgerald, Catherine	Prescott	Robbins, Inez	Tempe
Haulot, Mary	Tempe	Schaal, Della	Douglas
Hazelwood, Johnie	Douglas	Stephens, Belle	Phoenix
Jones, Doctor	Mesa	Trent, Nelly	Tempe
McKee, Blanche	Phoenix	Van Noate, Corinne	Tempe
McPherson, Josephine	Tombstone	White, Nellie Louise	Yuma
Marlar, Lou	Phoenix	Wiatt, Lottie	Phoenix
Merritt, Harriett	Prescott	Woolf, Mabel	Tempe
Meskimons, Irving	Tempe	Total number of graduates	319

Tempe Normal School

of ARIZONA

VIEWS OF BUILDINGS, GROUNDS,
INTERIORS, Etc.

DRIVEWAY THROUGH GROUNDS, LOOKING WEST

TRAINING SCHOOL

GIRLS' DORMITORY

BOYS' DORMITORY

DINING HALL

PRINCIPAL'S RESIDENCE

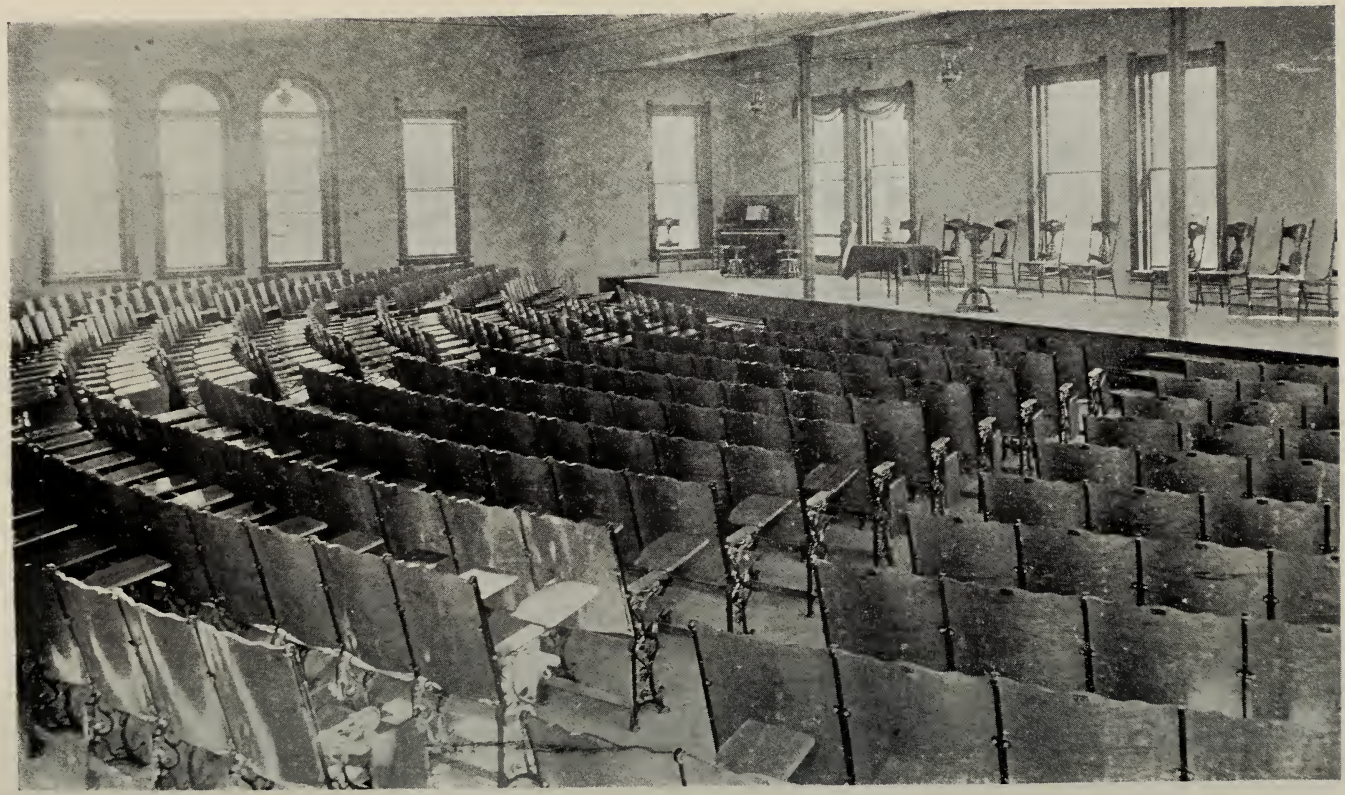
PARLOR IN GIRLS' DORMITORY

ROOMS IN GIRLS' DORMITORY

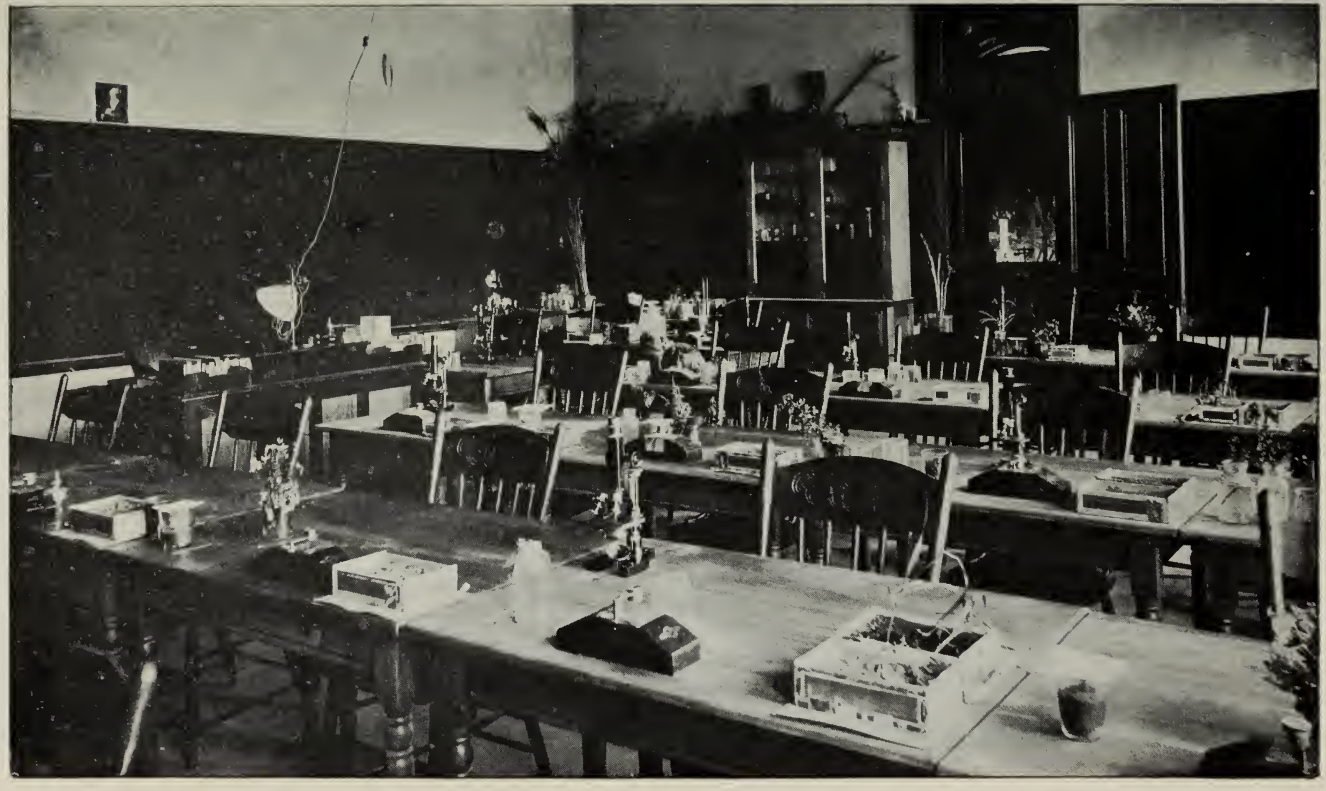
CORNER IN DINING ROOM

STAIRWAY IN MAIN BUILDING

CORNER IN LIBRARY



AUDITORIUM



BIOLOGICAL LABORATORY

CORNER OF SHOP IN MANUAL TRAINING DEPARTMENT

ART DEPARTMENT

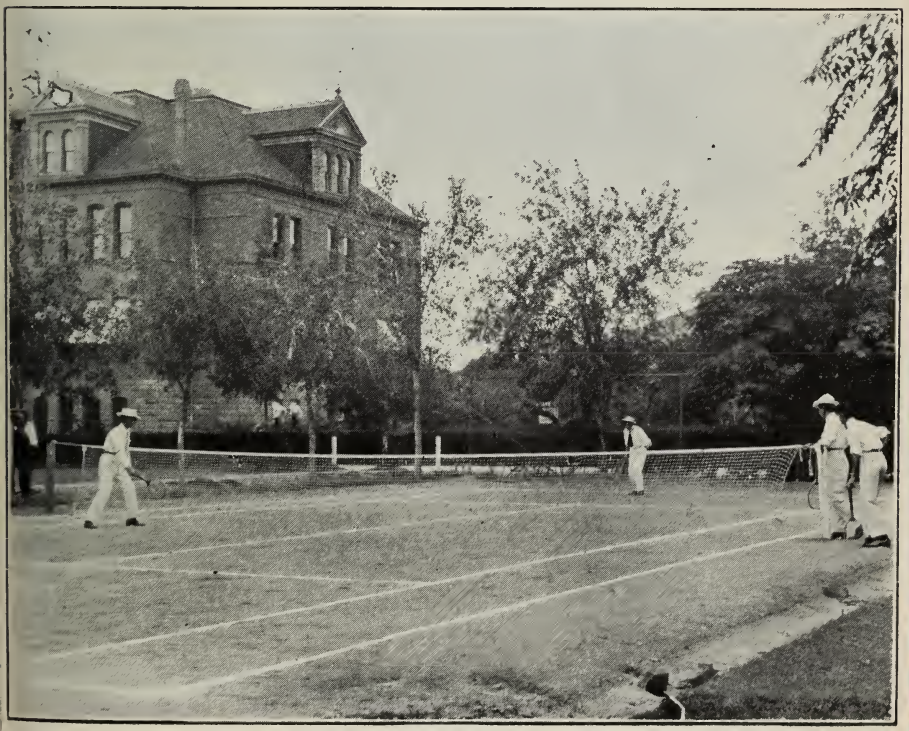
STAFF OF SCHOOL WEEKLY, "THE TEMPE NORMAL STUDENT"

ATHENIAN DEBATING CLUB

BASE BALL TEAM 1908

ONE OF THE BASKET BALL TEAMS 1908

MILITARY COMPANY STARTING ON A LONG MARCH



TENNIS

TRACK SQUADS 1907-8

BASE BALL AND BASKET BALL TEAMS 1907-8

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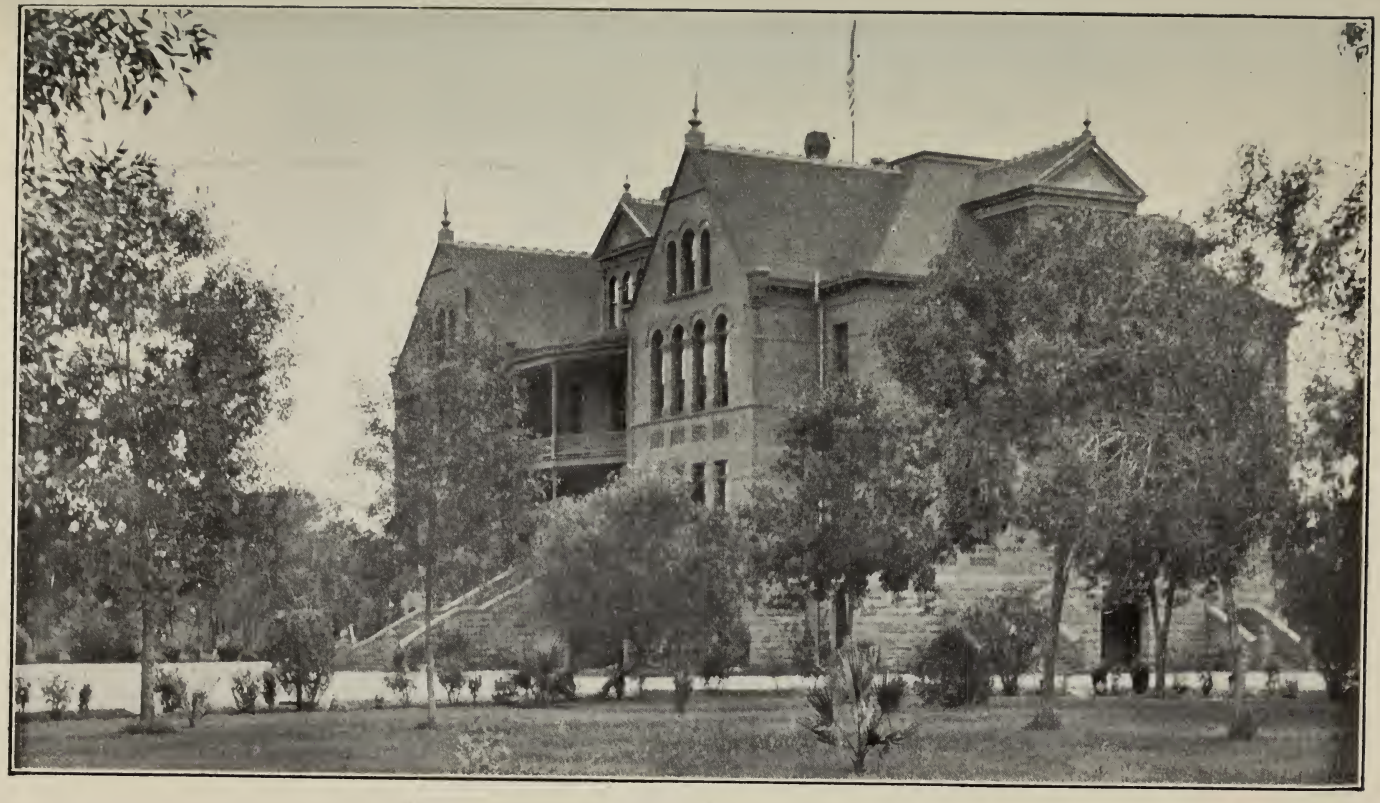
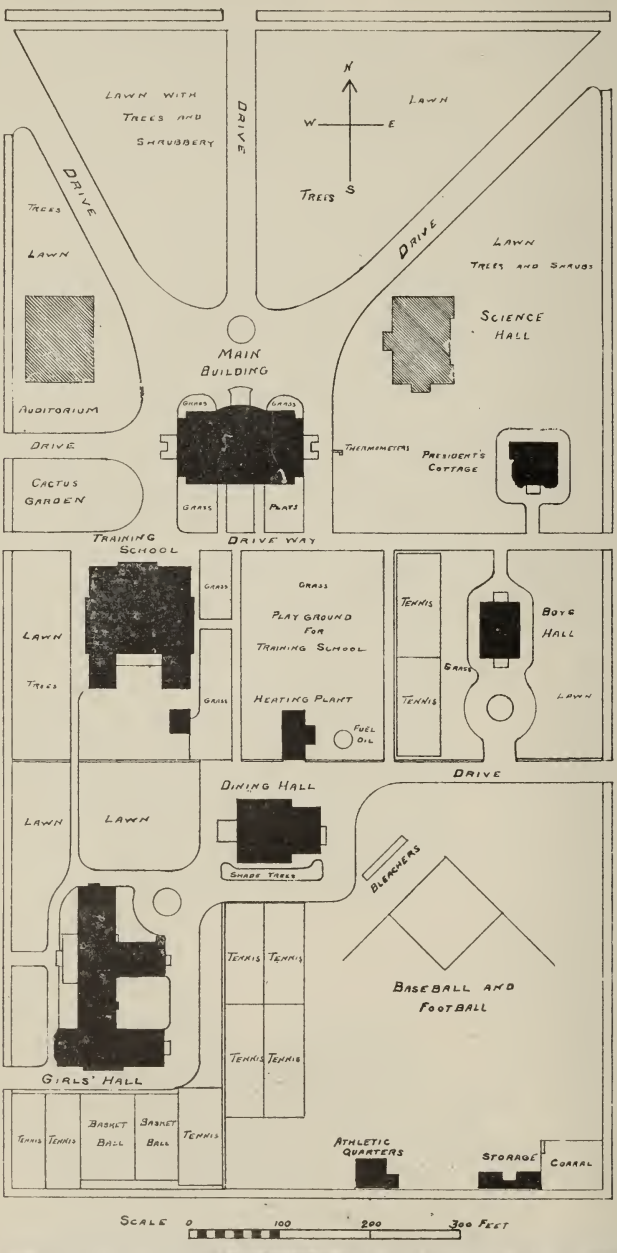
The Tempe Normal School of Arizona at Tempe

Annual Catalogue
1909-1910



MAIN BUILDING, TEMPE NORMAL SCHOOL OF ARIZONA



PLAN OF CAMPUS

TWENTY-FOURTH ANNUAL
CATALOGUE OF

The Tempe Normal School of Arizona

AT TEMPE, ARIZONA

For the School Year

1909-1910

TUCSON, ARIZONA
F. E. A. KIMBALL, PRINTER AND STATIONER
1909

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TERRITORIAL BOARD OF EDUCATION

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HON. E. E. KIRKLAND, Territorial Treasurer ..... Phoenix
DR. KENDRIC C. BABCOCK, President University of Arizona ..... Tucson
A. J. MATTHEWS, Principal of Tempe Normal School of Arizona ..... Tempe
DR. R. H. H. BLOME, Principal Northern Arizona Normal School ..... Flagstaff
JOHN D. LOPER, City Superintendent of Schools ..... Mesa
HENRY Q. ROBERTSON, Principal Public Schools ..... Tempe

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C
A.4H
1908-09

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LLOYD B. CHRISTY ..... Phoenix

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Miss JOSEPHINE FRANKENBERG, Vice President ..... Tempe
HALBERT MILLER, Secretary ..... Tempe
Mrs. A. M. HARMER, Treasurer ..... Tempe
Mrs. WM. GOODWIN
Mrs. IDA O'CONNOR } Executive Committee
JOE BIRCHETT

CALENDAR FOR 1909-1910

1909

First Semester begins	September 6
Entrance Examinations and Classification	September 6-7-8
First Quarter ends	November 12
Second Quarter begins	November 15
Thanksgiving Vacation	November 25-26
Holiday Vacation begins	December 19
Holiday Vacation ends	December 27

1910

First Semester ends	January 21
Second Semester begins	January 24
Entrance Examinations and Classification	January 24-25-26
Third Quarter ends	April 1
Fourth Quarter begins	April 4
Examinations and Commencement Exercises	June 6-10

FACULTY 1909-1910

A. J. MATTHEWS, Principal
School Law and School Economy

F. M. IRISH
Physical Science and Military Drill

W. J. ANDERSON, B. S.
Drawing, Bookkeeping and Commercial Law

J. L. JOHNSTON,
Vocal Music

GEORGE M. FRIZZELL, B. Pd.
Mathematics

JAMES F. HALL, A. M.
Latin

FRED CARLETON AYER, M. S.
Biology and Director of Athletics

A. B. CLARK
Manual Training, Sloyd and Carpentry

F. G. WAIDE, A. M.
History and Civics

GRACIA L. FERNANDEZ, A. B.
Spanish

RENE M. ODELL, A. M.
Elocution and Physical Culture

EDNA NEWBERT, B. L.
English

WILLIAM HAWTHORNE COOPER, A. M.
English

Psychology, Pedagogy, and Director of Training School

LILLIAS D. FRANCIS
Domestic Science and Domestic Art

LAURA DOBBS
Secretary to the Principal and Board

WINIFRED E. PETERS
Librarian

MRS. MAY BELLE BLAKELY
Matron Girls' Dormitory

TRAINING SCHOOL

J. B. WRIGHT
Critic Teacher and Supervisor of Grammar Grades

MARY E. McNULTY
Critic Teacher and Supervisor of Primary Grades

LEONA HAULOT
Critic Teacher in Grammar Grades

LAVERNA LOSSING
Critic Teacher in Grammar Grades

JOSIE CRITCHLEY
Critic Teacher in Primary Grades

COURSE OF STUDY.

Conforming with the law requiring the normal schools of Arizona to maintain uniform courses of study to be approved by the Territorial Board of Education, the following regulations were approved by said Board of Education.

I. The length of the school year shall be thirty-eight (38) weeks, exclusive of summer school.

II. There shall be two regular courses of study leading to graduation for the purpose of securing a diploma to teach in the schools of this territory.

(a) A minimum course of five years for graduates from the eighth grade of the public schools.

(b) A minimum course of two years for graduates from a four years' high school course.

III. Students who are graduates from a four years' high school course and in addition thereto have taken some professional work in a college, university or normal school, and who have had one year's experience in teaching in the public schools, may receive credit on the two years' course, but in all such cases the student shall be required to take at least one year's work in residence before receiving a Normal diploma.

In order to simplify the arrangement and uniformity of the course, the work is reduced to units. The term unit is used to denote a subject studied through one school year with five class exercises or periods per week, two laboratory periods to equal one class exercise.

A minimum of fifteen academic subjects and nine professional subjects must be acquired for the Normal diploma, as follows:

Academic Units for the Five Years' Course

English	3
Science	2
Science or (Modern or Foreign Languages)	2
Mathematics (Arith. 1-2, Alg. 1 1-2, Geom. 1)	3
History and Civics	2
Electives	3
Total	**15**

Professional units for the Five Years' Course

Psychology and Pedagogy	1
History and Philosophy of Education, Logic	1
Practice Teaching	1
School Law and School Economy	½
Method	1
Music	1
Drawing	1
Arithmetic and Geography	1
Bookkeeping and Commercial Law	½
Reading and Word Analysis	1
Total	9

Required Units for the Two Years' Professional Course

Psychology and Pedagogy	1
History and Philosophy of Education	1
Method	1
Practice Teaching	1
School Law and School Economy	½
Arithmetic and Georgaphy	1
Reading and Word Analysis	1
Electives from the following list	2½
Total	9

List of Electives for the two years' course: Drawing, 1; Music, 1; bookkeeping and Commercial Law, 1-2; Spanish ,2; English, 1 or 1-2.

According to the plan for readjustment of the relations between state normal schools and the leading universities, graduates from a four years' high school course who complete a two years' course in a state normal school may secure one years' credit on a university course or such a portion thereof as the individual preparation may merit.

Graduates from the five years' normal course are admitted to colleges and universities without advanced credit.

COURSE OF STUDY—Five Years.

For Graduates of Grammar Schools Based on Preceding Explanation.

FIRST YEAR

FIRST SEMESTER	rec. per wk.	SECOND SEMESTER	rec. per wk
Grammar and Composition	5	Grammar and Composition	5
Reading	5	Spelling and Word Analysis	5
Arithmetic	5	Algebra	5
Manual Training or Domestic Sci.	3	Manual Training or DomesticSci.	3
Drawing	2	Drawing	2
Music	2	Music	2

SECOND YEAR

Rhetoric and Composition	5	Rhetoric and Composition	5
Algebra	5	Algebra	5
Biology (including laboratory)	5	Biology (including laboratory)	5
Ancient History or Latin	5	History or Latin	5
Drawing	2	Drawing	2
Music	2	Music	2
Manual Training or Domest. Sci.	2	Manual Training or Domest. Sci	2

THIRD YEAR

Eng. Literature and Themes	5	Eng. Literature and Themes	5
Geometry	5	Geometry	5
Physiography	5	Physiography	5
Mædieval History	5	U. S. History	5
Drawing, 2 / Music, 2	or Spanish / Latin 4	Drawing, 2 / Music, 2	or Spanish / Latin 4

JUNIOR YEAR

Amer. Lit. and Gram. Analysis or Spanish Latin	5	Amer. Lit. and Gram. Analysis or Spanish Latin	5
Physics (including laboratory)	5	Physics or Chemistry(inc. lab.)	5
Arithmetic	5	Geography	5
Psychology	5	Pedagogy	5
Science of Government	5	Music	2
		Drawing	1
		Observation in Training School	1

SENIOR YEAR

Practice Teaching	5	Practice Teaching	5
Method	5	Method	5
Philosophy of Educa. and Logic	5	History of Educa. and Ethics	5
Bookkeeping and Commer. Law	5	School Law and School Economy	5
Spanish or Latin (elective)	5	Spanish or Latin (elective)	5

First semesters are nineteen weeks long exclusive of holidays.

Second semesters are nineteen weeks long exclusive of commencement week.

COURSE OF STUDY—Two Years.

For Graduates from a Four Years' High School Course

JUNIOR YEAR

FIRST SEMESTER	rec. per wk.	SECOND SEMESTER	rec. per wk.
Psychology	5	Pedagogy	5
Arithmetic	5	Geography	5
Reading	5	Word Analysis and Spelling	5
Electives		Observation	1
		Electives	

SENIOR YEAR

Practice Teaching	5	Practice Teaching	5
Method	5	Method	5
Philosophy of Educa. and Logic	5	History of Educa. and Ethics	5
Electives		School Law and School Econ	5
		Electives	

The following units are offered as electives from which the students may select a sufficient number to complete a total of nine units for the two years' course: Drawing, 1; music, 1; bookkeeping and commercial law, 1-2; Spanish, 2; English, 1-2 or 1.

In selecting electives, students who have not completed drawing, music and bookkeeping and commercial law in their high school course must include these subjects in their electives.

NOTE.—In both courses a class period is 45 minutes, two laboratory periods counting as one class period.

ACADEMIC COURSE

Students who do not desire to become teachers may pursue regular four years' academic or high school courses, omitting all of the professional work and specializing in Latin and Spanish, English, science or mathematics. Students completing such four year courses will be granted a certificate which can be used as a credential to admit them to a college or university, but they will not receive a diploma entitling them to teach in the public schools.

Students pursuing such regular courses will be exempt from the payment of tuition.

ANALYSIS OF COURSE OF STUDY

INTRODUCTION

The fact that the primary aim of a Normal school is the training of teachers is made prominent throughout the course. In each department the teacher not only presents the lesson to his class, but discusses with the students the method of presentation and requires them to note his plan of work in all parts of the subject. Thus the teaching idea is pre-eminent in the minds of all Normal students from the beginning of the course, and they are able to model their own work as teachers upon what they have seen as well as upon that which they study in text-books on theory.

The relation between the professional and academic work is maintained during the Senior year by the pupil-teachers consulting frequently with such members of the Normal School faculty as have charge of the subject they are teaching in the Training School.

The members of the Normal School faculty are also expected to prepare outlines of work, special lessons, and lectures pertaining to the methods of teaching their special subjects and present the same to the senior class; they may also be required to teach certain subjects in the Training School. This work, both as to time of presentation and subject matter, to be indicated by the Director of the Training School.

The relation is further maintained by the members of the Normal School faculty visiting the pupil teachers,while they are teaching the subjects pertaining to their department,and offering such criticisms or suggestions as may be helpful to them.

By such methods the professional side of the work is emphasized and correlated with the academic work throughout the entire course, the students are thoroughly prepared for teaching, and the special object of the Normal School accomplished.

DEPARTMENT OF ENGLISH

Instruction in English embraces the two lines of work—Language and Literature. The branches studied in this department are Word Analysis, Grammar, Rhetoric, Composition, Grammatical Analysis. Theme Writing, Reading and Literature. The purpose of the work is two-fold—to secure in the student accuracy and facility in the expression of thought, and a genuine appreciation and love for the best literature. The two lines of work are closely correlated, so that knowledge of the essentials of grammar and composition, ability in clear and pointed expression, power of interpretation and appreciation of thought are emphasized in each phase of the work. It is the desire in the course to make the student not only efficient but inspiring teachers of English.

The works used for study in Literature, Rhetoric, Grammatical Analysis, Theme Writing and Reading include the list of entrance requirements to the chief Western Universities.

READING

A course in reading is required of all regular students during the first semester of the first year. The aims of the course are:

(a) To improve the student's oral reading of standard literary productions, to develop the power of interpretation and stimulate the imagination.

(b) To give the members of the class an intimate acquaintance with and a pleasurable interest in some of the "literature of power."

A course in reading will also be required of students who enter the Normal as graduates of a high school. This work is considered a part of the professional course for such students, and considerable attention will be given to method as well as to the several phases of the subject.

During the past year the class have read selections from Lowell, Arnold, Dickens and Shakespeare and others, memorizing selections from each.

ELOCUTION

The work of this department is devoted mainly to the general supervision of the societies, drilling for the annual plays and contests, and for the regular rhetorical work.

The intention is to supplement the work of the societies and to assist the monitors, so far as possible, by general suggestions, when such assistance is needed.

SPELLING AND WORD ANALYSIS

The work in spelling and word analysis demands five hours a week during the last semester of the first year. The aim is two-fold—to teach written spelling and to enlarge the student's vocabulary.

A course in spelling and word analysis is also required of students who enter the Normal as graduates of a high school, and is considered a part of the professional course, word analysis being one of the subjects taught in the public schools.

The first step in this course is the mastery of the symbols and abbreviations commonly used by lexicographers; and, preparatory to the year's work, the student is given a rapid review in phonetics, syllabification, and the simpler rules of spelling, with special instruction and practice in the subject of defining.

After this brief preliminary work, spelling is taught by a short, direct, daily, written drill on words commonly misspelled, the word lists being so made up as to bring about a constant repetition of the stumbling blocks. The method is old-fashioned and aims at old-fashioned results in spelling.

The chief purpose of the course, however, is to enlarge the student's vocabulary, and a constant effort is made to stimulate the interest of the class in the study of words as words. To this end the student is required to commit to memory the roots listed in the text, and these foreign roots are used as a basis for written and oral exercises in the analysis, definition and use of English words. The course tends toward securing a ready and accurate diction, and insures some familiarity with the use of a dictionary.

Text-books: Webster's Academic Dictionary (Amer. Book Co.); Swinton, "New Word Analysis." (Am. Book Co.).

GRAMMAR

This course constitutes a thorough review of the essentials of grammar, with special study of sentence structure. During the first semester a simple review is made of the fundamental principles of English grammar—the parts of speech, and their properties and uses. The second semester is devoted to a more detailed study of the sentence, with constant practice in both the logical and Grammatical analysis of English idiom.

The first year course in composition is correlated with the courses in grammar and word analysis. The themes required are always brief, and, in criticism, emphasis is laid on two points—diction and sentence structure.

The aim of the English courses for the first year is to insure a foundation, and to this end the work is made simple, direct and practical.

Text-books: Allen, "A School Grammar of the English Language"; (D. C. Heath & Co.); Kimball, "The English Sentence," (Am. Book Co.).

COMPOSITION

The purpose of the composition work is to develop in the sudent the power to express his thoughts not only clearly, correctly, and forcefully, but originally and spontaneously. The work seeks for skill in oral expression as well as in written; to that end every effort is made to encourage the student to talk clearly and easily, and class discussions, debates and short talks are a part of the required composition work. There will be regular consultation periods, that each student may have the benefit of individual criticism of all written work.

The course of the first year is a practical one. Its aim is to teach sentence structure, and to this end it is carried on in connection with the course in grammar. The themes required are short, dealing with subjects within the interest and knowledge of the student; and particular attention is paid to the development of logical thinking as well as to such important details as spelling and punctuation. As a basis for the work of composition the class is required to make an analytical study of several simple literary classics.

In the second year, in connection with the rhetoric work, the principles underlying the various forms of prose literature are studied, directly from selections from our best authors, and these selections are used as models for original work. Originality and individuality are sought for more and more as the work advances. Practice in the criticism and correction of papers is considered an important part of the preparation for the actual teaching of composition.

In the third year, theme writing alternates twice a week with English Literature. The course strives not only for clear and correct expression, but also for the development of literary style, exposition and argument. A strong point is made of oral expression and of the correcting of themes. Where possible, this work is correlated with the work in literature.

RHETORIC

Appreciation and enjoyment of good reading and ready, compre hensible expression are the chief aims of this course. Various types of narration by the best writers of English are analyzed that the student may know both good structure and style. While the basis of rhetorical analysis is narration, much stress is laid upon the other classes of composition, especially as combined with narration. Figurative language and poetic forms are carefully considered, also a detailed study is made of a number of pieces, and rapid reading, for appreciation, of others. Some attention is given to short stories by the

best writers of today, and class discussion and reproduction is encouraged for training in oral expression.

Composition is correlated, to a certain extent, with the literature, but an effort is made for originality, wherever possible. The whole theme and the paragraph are developed; but correctness of grammatical form and sentence structure are striven for especially, while due attention is paid to rehtorical clearness, force and diction. Corrections are sometimes made by fellow-students, but usually by class criticism and, especially, by individual consultation with the instructor. Note books are carefully prepared and corrected.

The past year the following were studied:

Irving's "Alhambra."

George Eliot's "Silas Marner."

Scott's "Lady of the Lake."

Hawthorne's "The Old Manse and a Few Mosses."

Poe's "Poems and Tales."

Whittier's "Snow Bound," and other poems.

Longfellow, Selected ballads and short poems.

Lowell's "Vision of Sir Launfal," and other poems.

Selected stories by Thomas Nelson Page, Owen Wister, James Lane Allen, Stevenson, Kipling, Bunner, Doyle.

Text: "Composition-Rhetoric," Brooks and Hibbard.

GRAMMATICAL ANALYSIS

This subject, together with American Literature, gives the required unit of English for the Junior year. The object of the course is primarily to give a general review of grammar and to emphasize those essentials that will be most helpful in the practise of teaching. The basis of the work is the study and analysis of the sentence.

The regular text is Kimball, "The English Sentence." This is supplemented by numerous modern grammars.

ENGLISH LITERATURE AND THEMES

The work of this course is pursued by all regular third year students and comprises two branches: English literature, proper, three days a week, and themes two days. In the former three divisions are made: the study of the literature from the Anglo-Saxon period to the present time, outside reading by the students, and formal note-book work.

The outside reading is selected from a list embracing the literature of all periods and reports upon it are made once or twice each quarter.

The theme work is devoted entirely to exposition and argumentation, emphasis being put upon the development of the individual

style of each student. No text-book in rhetoric is used, but the necessary information is given both by general and individual criticism and in short informal lectures by the instructor.

Texts used in English Literature:

General: "A First View of English Literature," Moody and Lovett.

Classics for class study; "Henry V," "Bacon's Essays," "Sir Roger de Coverly Papers," Macaulay's Essays on Addison and Johnson.

The following are a few of the reference books accessible:

Ten Brink, "English Literature;" Jusserand, "A Literary History of the English People;" Taine, "English Literature;" Courthope, "A History of English Poetry;" Ward, "A History of English Dramatic Literature;" Dowden, "Shakespeare, "His mind and Art;" Ordish, "Shakespeare's London;" Snider, "The Shakespearean Drama;" Ten Brink, "Five Lectures on Shakespeare;" "Carlyle's Critical and Miscellaneous Essays;" "Macaulay's Critical and Historical Essays;" Gywnn, "The Masters of English Literature;" Woodbury, "Makers of Literature," Wendell, "The Temper of the Seventeenth Century in English Literature;" Leslie Stephen, "Hours in a Library;" Kellogg, English Literature;" Shaw, "History of English Literature," Minto, "Characteristics of English Poets;" Pancoast, "Introduction to English Literature; "H. A. Beers, "English Romanticism;" Morley, "English Men of Letters" (complete series); Seccombe, "The Age of Johnson;" Oliphant, "The Victorian Age;" "Whipple, "The Literature of the Age of Elizabeth;" Herford, "The Age of Wordsworth;" Snell, "The Age of Chaucer;" Garnett, "The Age of Dryden;" Dennis, "The Age of Pope;" Walker, "The Age of Tennyson;" VanDyke, "The Poetry of Tennyson; "Harrison's, "Tennyson, Ruskin, Mill;" Brooke, "Tennyson, His Relation to Modern Life;" Mabie, "Shakespeare, Poet, Dramatist and Man;" Sainstbury, "A History of Nineteenth Century Literature;" Rawnsley, "Ruskin and the English Lakes;" Bagehot, "Literary Studies;" "Library of the World's Best Literature;" Alden, "Universal Literature;" "Library of American Literature;" also the complete works of all important writers. Numerous biographies.

AMERICAN LITERATURE

Beside the chronological arrangement of authors, as given in the regular text, this year the students kept their own literary-historical note-books in which they attempted to trace the development of Americanism, its spirit, expressed in our literature. This was kept in mind in the study of novelists, poets and essayists. The literary characteristics of each author were emphasized. The aim of the course is to correlate the life of our nation and its literature and to appreciate the best American writers.

This year the class read:

Irving, "Life of Goldsmith."

Cooper, "The Spy."

Hawthorne, "Marble Faun."

Bryant, "Sula," "The Little People of the Snow," and other selected poems.

Emerson, "Self-Reliance," and "Compensation," "The Adirondacs," "The Titmouse," "Monadnoc," and other poems.

Whittier, "Snow Bound," "Among the Hills," "Mabel Martin," and other poems.

Longfellow, "Evangeline," "The Courtship of Miles Standish," "The Building of the Ship," and selected short poems.

Holmes, "Grandmother's Story," "The Schoolboy," and selected short poems.

Lowell, "Vision of Sir Launfal," "Agassiz," and other poems.

The regular text was Brander Matthews' "Introduction to American Literature," copiously supplemented by Newcomer's "American Literature."

The following references are used: Barett Wendell, "A Literary History of America;" Richardson, "American Literature," Stedman, "Poets of America;" Trent, "American Literature;" Mitchell, "American Lands and Letters;" Burton, "Literary Leaders of America;" Lawton, "The New England Poets;" Howells, "Literary Friends and Acquaintances;" Smiley, "Manual of American Literature;" Higginson, "Old Cambridge;" American Men of Letters Series; Beacon Biographies Packard, "Whittier Land;" Hale's "Lowell and his Friends;" Mead, "The Influence of Emerson;" Curtis, "Literary and Social Essays;" Marble's, "Thoreau, His Home, Friends and Books;" Julian Hawthorne, "Hawthorne and His Circle." Numerous other biographies and the complete works of all the important writers of American prose and poetry.

DEPARTMENT OF MATHEMATICS

The course in mathematics is designed to be a drill in mind training along the lines of observation, analysis, synthesis, and clear cut reasoning processes, to the end that the student may gain the power of interpreting and correctly solving the problems not only of his text-book, but also those that he may meet at every point in life. Thinkers should be produced rather than automatic machines that get "results" and "answers," without appreciation of principles and processes of thought. In all the work the effort is made to lead away from the habit of following rules and typical solutions and to give the habit of independent thought and careful investigation.

ARITHMETIC

Arithmetic is begun in the first year of the course and followed for one semester for the purpose of reviewing and thoroughly drilling in the fundamental facts of arithmetical calculation. Much stress is laid upon the analysis of problems, and by thoughtful investigation rules and methods of solution are developed.

Much attention is devoted to the manner of expression, both oral and written work being criticised as to correctness and conciseness.

The subject of Arithmetic is also taken up in the Junior year of the course and studied as a professional subject. It is studied from the standpoint of teacher and pupil.

The endeavor is to see the subject as the pupil in the grammar school sees it, and to discover methods by which the pupil may be led to a thoughtful investigation and thus lead him to discover relations and methods of solution.

In all work in arithmetic particular stress is laid upon the necessity of correct calculations. Systems and methods of checking the work are introduced and it is insisted that the student shall correct his own work.

Abbreviated processes are developed by study of the mathematical principles involved, and exercises in rapid calculation and mental arithmetic are given as often as possible.

Text-book: Lyman's "Advanced Arithmetic."

ALGEBRA

Algebra is begun with the second semester of the first year of the course and is pursued for three semesters, thus running through the second half of the first year's work and through the entire second year.

The work done in algebra is founded on the student's knowledge of arithmetic. He is lead by easy steps from the known and simple

facts of arithmetic to the more abstract and complex facts as set forth in the equation, powers, roots, quadratics, series, logarithms, etc. Rigid drill is given in factoring and solution,by means of graphs as presented as a method of check on other ways of solution, also as a method for approximate and comprehensive solution.

Text-book, Wells' "Essentials of Algebra."

GEOMETRY

Geometry is studied during the third year of the course. Here, as in both arithmetic and algebra, the pupil is led to investigate conditions and relations and, so far as possible, make his own demonstrations. Care is exercised to have the student observe the hypothesis and by careful thought draw the correct conclusions. The value of the subject lies in the training to habits of observing conditions and noting their relation to facts already discovered, and by reasonable comparisons discover new truth.

The course in geometry is calculated not only to give fundamental facts and principles of mensuration, but to develop in the student a habit of logical analysis, formal and logical statement of argument, and the habit of drawing conclusions only after sufficient proof. The student is led to develop alertness which enables one to take advantage of opportunities as they present themselves; accuracy,which prevents falling into error; and that consecutiveness of thought which enables one to see, from the beginning, the end to be attained as well as the steps which render its attainment possible. These are the qualities of mind that contribute most to success in any occupation and hence geometry, as well as arithmetic and algebra, become of paramount importance in mind training.

Text-book: Gore's "Plane and Solid Geometry."

DEPARTMENT OF SCIENCE

The work of this department is intended to give the student an opportunity to develop his powers of observation and logical reasoning and to acquire a proper regard for truth and an adequate appreciation of the value of scientific methods of investigation. Throughout all courses the endeavor is made to inculcate the true spirit of the student and the desire for precise knowledge at first hand. The student is given a sufficient acquaintance with the fundamental principles of the sciences to enable him intelligently to interpret the ordinary natural phenomena with which he comes in contact and to give him that broad view of things in general so necessary to the teacher. Sufficient work of a special nature is done in each line to insure against his becoming superficial and to give him the elements of the technique of the subject which he may later enlarge upon if favorably situated.

BIOLOGY

Zoology—Second Year, First Semester; Twenty Weeks.

This course introduces the study of Biology. After a few elementary experiments in chemistry and physics the student learns the use and manipulation of the compound microscope. The study of a typical insect, usually the locust, is then begun. Field study of its habits is followed by a careful and thorough laboratory study of its habits. This introduces the general principles of anatomy and familiarizes the student with zoological nomenclature. The study of structure is made a basis to the understanding of the fundamental functions of life. Following the locust, one type from each family of the Orthoptera, one from each order of Insecta, and one from each class of Arthropoda are studied. The careful research among these related groups affords the student a knowledge of systematic classification and a comprehension of animal physiology, ecology, and the factors of organic evolution. The remainder of the semester is devoted to a similar study of the prominent types of the other branches of the animal kingdom.

While the course in biology is based upon work in the laboratory, particular stress is laid upon the habits and economic importance of living animals, and the student is encouraged to develop a permanent interest in nature study.

Students are instructed in and held to proper scientific methods of recording their observations in note-books. The powers of observation are strengthened and habits of careful, systematic thought developed.

A well selected set of reference works by standard authors are available to student use, and the fauna of the surrounding country furnishes a copious field for special work.

References: Boyer, "Laboratory Manual in Elementary Biology;" Kellog, "Elements of Zoology;" Parker, "Elementary Biology;" Sedgwick, "Student's Text-book of Zoology;" Packard, "Zoology;" Comstock, "Manual for the Study of Insects;" Jordan, "Manual of the Vertebrates of the Northern United States;" Ridgway, "Manual of North American Birds;" Chapman, "Bird Studies with a Camera;" Beddard, "Zoogeography;" Mivart, "Types of Animal Life;" Wallace, "Island Life;" Wallace, "Malay Archipelago;" Dodge, "Elementary Practical Biology;" Huxley and Martin, "Practical Biology;" Darwin, "Formation of Vegetable Mould;" Huxley, "Study of Zoology;" Romanes, "Animal Intelligence;" Heilprin, "Distribution of Animals;" Orton, "Comparative Zoology;" White, "Natural History of Selborne;" Van Beneden, "Animal Parasites and Messmates;" Poulton, "Colors of Animals;" Semper, "Animal Life;" "The Riverside Natural History," in six volumes; Lee, "The Microtomist's Vade Mecum;" Jordan and Kellogg, "Animal Life;" Linville and Kelly, "General Zoology;" Lloyd and Bigelow, "The Teaching of Biology;" Hunter, "Elements of Biology."

PYYSIOLOGY

Third Year, Second Semester; Twenty Weeks.

The general idea of life processes which the student has acquired in the course in zoology are here worked out in detail in their application to human physiology. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. The entire course is illustrated by class experiments and by dissections performed upon small animals.

The health and efficiency of the human body are being more and more esteemed, and the point of view that regards the human body as a living mechanism is not only the foundation of physiology, hygiene and sanitation, but particularly concerns intellectual and moral behavior. Therefore we bring into greater prominence the right conduct of physical life, hygiene and sanitation, and reduce anatomy to its lowest terms.

Experimental work is done in the physiological laboratory throughout the course, and an especial effort is made to bring out the importance of sanitary living. Diet, exercise, bacteria, parasites and other factors of health are given an ample place in the course.

An excellent human skeleton, charts and diagrams serve to illustrate the work in anatomy.

This is a very practical course for all students, and particularly for teachers. There is a large separate and well equipped physiological laboratory.

Text: Eddy, "General Physiology and Anatomy."

References: Colton, "Physiology, Experimental and Descriptive;" Foster, "Text-book of Physiology;" Wilder and Gage, "Anatomical Technology;" Keen, "Gray's Anatomy;" Foster, "American Text-book of Physiology;" Peabody, "Laboratory Exercises in Anatomy and Physiology;" Blaisdell, "Practical Physiology;" Foster and Langley, "Practical Physiology." Kirk, "Hand-book of Physiology;" Fitz, "Physiology and Hygiene;" Hough and Sedgwick, "The Human Mechanism;" Eddy, "Experimental Physiology and Anatomy;" Davison, "Practical Physiology;" Newman, "Bacteria;" Schenk, "Elements of Bacteriology;" Peabody, "Studies in Physiology."

BOTANY

Second Year, Second Semester; Twenty Weeks

The study of botany is peculiarly adapted to cultivate the powers of observation, and to arouse an interest in and a love for the beauties of nature. For this reason knowledge of plant life is especially valuable to the teacher, as furnishing a basis for attractive and interesting courses of nature study for all grades of the elementary schools. The underlying principles of vegetable anatomy and physiology are dealt with in as thorough a manner as practical, but the fact is recognized that the life relations of plants are of more interest and importance to mankind in general. The student is, therefore, not allowed to restrict his horizon to the limits of the vegetable cell, but is led to study the relation of the plant to the conditions under which it lives, and to the effects of soil, climate, and other factors of environment upon its form, structure and habits.

The work begins in the spring, with a laboratory study of the conditions affecting the germinating and growth of the seed, followed by an investigation of the morphology, structure and functions of root, stem, leaf and flower. A few typical cryptograms are then investigated.

The campus and the surrounding country abound with varied forms of plant life. The student is required to study these until he is familiar with the common flowers and trees. Many types serve to illustrate the pollination, fertilization and other factors of plant ecology. The entire course is illustrated by experiments performed by the individual student in the laboratory and by field trips at frequent intervals. Experimental demonstrations by the instructor illustrate the entire course. Each student is required to keep a neat and systematic record of all his observations and investigations, and

to illustrate the same by careful drawings and sketches. The laboratory is well supplied with dissecting microscopes and apparatus for the p'eparation and study of such material as is required in the course.

The varied and interesting flora of the Salt River Valley, and of the surrounding mountains, is amply sufficient to furnish abundant material and to arouse a desire for original research.

The Atlas system of separate leaf note-books is used in the laboratory work, and notes are required to be written at first hand in the laboratory.

Text: Coulter, "A Text-book of Botany."

References: Strasburger, Noll, Schenck and Schimper, "Text-book of Botany;" Strasburger, "Hand-book of Practical Botany;" Warming, "Hand-book of Systematic Botany;" Ganong, "The Teaching Botanist;" Bergen, "Foundations of Botany;" Goodale, "Physiological Botany;" Gray, "School and Field Book of Botany," Gray, "Synoptical Flora of North America," burger and Hillhouse, "Practical Botany;" Bessey, "Advanced Botany Atkinson, "Elementary Botany;" Macmillan, "Minnesota Plant Life;" Newell, "Reader in Botany;" Coulter, "Manual of Rocky Mountain Botany;" Vines, "Text-book of Botany;" Goebel, "Outlines of Classification and Special Morphology of Plants;" MacDougal, "Plant Physioology;" Darwin and Acton, "Physiology of Plants;" Zimmerman, "Botanical Microtechnique;" Chapman, "Flora of Southern United States;" Newhall, "Leaf Collector's Handbook;" Lloyd and Bigelow, "The Teaching of Biology;" Newman, "Bacteria."

PHYSIOGRAPHY

Third Year, First Semester; Twenty Weeks.

The relation of the earth to the other bodies in space is briefly discussed, particularly with reference to the change of seasons and its climatic effects. A brief review of general geography presents the salient features of the earth as a basis for the work which is to follow upon the world building changes in the earth's crust, the effects of the agents of elevation, erosion and land sculpture. The work of streams, the effects of volcanic action, glaciation, and kindred topics are discussed at length and illustrated by laboratory exercises. In preparation for the study of atmospheric agencies, weather and climate, the student is required to make and record daily observations of the barometer, temperature, relative humidity and other data. These observations are used as the basis of monthly reports of the weather, accompanied by barometer and thermometer curves and graphic wind charts. The student is taught to interpret the government weather maps, which are received daily, and to which reference is frequently made in connection with the daily observations and the study of weather and climate.

The use of contour maps and the construction of profiles is taught early in the course in order that the student may be enabled to make use of the large supply of government topographic maps in the study of typical regions.

Short field trips are made both by the students individually and by the class as a whole.

The laboratory is located in the new science building and is well equipped with gas and water supply, sand table, globes, wall maps and relief models. There is a good stereoptican for the projection of a growing collection of illustrative lantern slides. The meteorological equipment includes a complete set of Green's thermometers, a good barometer, barograph, thermograph, wind vane, anemometer and rain gauge.

Tarr's "New Physical Geography" is used as a text, and the following are among the references in the library:

Proctor, "Other Worlds than Ours;" Todd, "New Astronomy;" Young, "Lessons in Astronomy;" "General Astronomy;" Newcomb and Holden, "Astronomy;" Shaler, "First Book in Geology;" "Aspects of the Eearth;" Tarr, "Elementary Geology," "Economic Geology of the United States;" Brigham, "Text-book of Geology;" Dana, "Manual of Geology;" Agassiz, "Geological Sketches;" Tyndall, "Forms of Water;" "Hours of Exercise in the Alps:" Geike, "Elementary Lessons in Physical Geography;" Hinman, "Eclectic Physical Geography;" Davis, "Physical Geography;" Wright, "Man and the Glacial Period;" Guyot, "The Earth and Man;" Trotter, "Lessons in the new Geography;" "The International Geography;" Darwin, "Coral Reefs;" Russell, Glaciers of North America;" "Rivers of North America;" "Lakes of North America;" Ward, "Elementary Meteorology;" Waldo, "Elementary Meteorology;" "Physiography of the United States;" Dodge, "A Reader in Physical Geography for Beginners;" Macfarlane, "Commercial and Industrial Geography;" Jackman, "Field Work in Nature Study;" Chamberlain and Salisbury, Geology, Journal of Geology, National Geographic Magazine, Journal of Geography, School Science and Mathematics.

GEOGRAPHY

Junior Year, Second Semester; Twenty Weeks

This course in geography is intended to serve as a thorough review of the subject, preparatory to the year of practice teaching in the Training School. Methods of collecting and preparing illustrative materials are discussed, and opportunity is given for the acquiring of collateral information which will be of use to the future teacher. Much drill is given in the various phases of map making and map reading, including the actual mapping of a limited area by the use of simple and easily construcetd instruments. A considerable portion of the

time is devoted to local geography and to the geography of Arizona. The work in general geography follows the plan of the Tarr and McMurry geographies, which are used as texts. The student is encouraged to draw as much information as possible from outside sources, particularly from the current magazines and reference works in the library. A card index of articles of interest in this connection greatly facilitates the use of the library and periodicals. The supply of maps, globes and charts is ample, and the student's imagination is assisted and developed by the use of lantern slides.

PHYSICS

In the work in physics the student finds practical application for much of his work in Mathematics, and the habits of close attention and careful observation acquired in the biological laboratory will here stand him in good stead. Throughout the course the lecture and recitation work is based upon a carefully planned scheme of individual work in the laboratory which is performed under the direct supervision of the instructor. A store of duplicate sets of apparatus enables the entire class to work out each exercise simultaneously either singly or in small groups, thus effecting a saving of time and unity of purpose in following the thread of the course. This work is amplified by many lecture experiments and class-room demonstrations performed by the instructor with the assistance of members of the class. The new lecture room is equipped with the usual apparatus for demonstration purposes. Water, gas, electricity and compressed air are supplied to the lecture table. A motor-generator set operated by the 110-volt alternating current, furnishes direct current at 20 volts, for work in electro-dynamics. The "P. E. D." electrical equipment provides for a great variety of work in this line. In addition there is an electrolytic rectifier furnishing current up to 50 volts and a storage battery. A good spectrometer and a Hart optical disk are among the appliances for work in optics, and provision is made for directing a beam of sunlight by means of a heliostad into the lecture room.

The laboratory is roomy and well lighted. Gas and three electric currents are available at each table. The equipment includes duplicate balances, calipers, graduates, calorimeters, galvanometers, and all apparatus necessary for a complete course in elementary physics.

Course A

Junior Year, First Semester; Twenty Weeks.

This course includes practice in measurement of length, volume, mass, and time in connection with a series of exercises developing the leading principles of mechanics, heat, electricity and magnetism, with selected exercises upon the subjects of sound and light.

Text: Milliken and Gale's "First Course in Physics."

Course B.

Junior Year, Second Semester; Twenty Weeks

An additional semester's course of laboratory work in electrical measurement, sound and light, accompanied by two lectures per week is open to those who, upon completion of Course A, have shown special ability along this line, and who desire to elect this course in place of the course in chemitsry.

The following is a partial list of references accessible:

Henderson and Woodhull, "Elements of Physics," Gage, "Elements of Physics;" Wentworth and Hill, "Text-book of Physics;" Hastings and Beach, "General Physics;" Stewart and Gee, "Elementary Practical Physics;" Hall and Bergen, "Text-book of Physics;" Adams, "Laboratory Manual;" Stone, "Experimental Physics;" Kelvin, "Constitution of Matter;" Woolcombe, "Practical Work in Heat;" Tyndall, "Heat a Mode of Motion;" "Sound;" Mayer, "Sound;" Blaserna, "Sound and Music;" Mayer and Bernard, "Light;" Barnes, "Practical Acoustics;" Ames, "Theory of Physics;" Everett, "The C. G. S. System of Units;" Thompson, "X-Rays;" Thomposn, S. P., "Electricty and Magnetism;" Whiting, "Physical Measurement;" Nichols, Smith and Turton, "Manual of Experimental Physics;" Trautwine, "Civil Engineers' Pocket-book;" Sanford, "Elements of Physics;" Ayers, "Laboratory Exercises in Elementary Physics;" Mach, "The Science of Mechanics;" Thompson, "Recent Progress in Dynamo Electric Machines;" Sheldon, "Dynamo Electric Machinery;" Ouidin, "Standard Polyphase Apparatus and Systems;" Foster, "Electrical Engineer's Pocket-book;" Atkinson, "Dynamic Electricity and Magnetism;" Bottone, "Radiography," "Wireless Telegraphy and the Hertzian Waves;" Milikan, "Mechanics, Molecular Physics and Heat;" Appleton, "School Physics;" Rowland and Ames, "Elements of Physics."

CHEMISTRY

Junior Year, Second Semester; Twenty Weeks

This course is intended to articulate with Course A, in physics, which precedes it. The student thus brings to the work in chemistry the results of his previous laboratory experience, his facility in the handling of apparatus and his elementary knowledge of the laws of energy and the physical constitution of matter. He is now taught to apply the laws of Boyle and Charles to the reductions of volume necessary in experiments with gases. He learns to save time in his calculations by the use of logarithms, and the relation of physical laws to chemical processes is pointed out. The fundamental principles of chemistry are developed as far as possible by the student's own experiments, many of which are quantitative in character. This quantitative work has a tendency to increase the care and accuracy

with which the exercises are performed, but is chiefly used to develop qualitative relations which otherwise would not appear. The exercises are so chosen as at the same time to make the student acquainted with the preparation, properties and uses of the more important chemical elements and with the practical application of chemical laws and processes. Considerable attention is paid to the discussion of modern methods of industrial chemistry, and especially to metallurgical processes.

The lecture room is the same as that used for physics, having been planned with a view to this double use.

The laboratory is fitted with modern tables, stone topped and provided with gas, water and waste and electric current. Draft chambers are provided for those exercises which develop unpleasant fumes. Each student is furnished with all the necessary apparatus and chemicals required in the course, and the general equipment includes balances, burettes, graduates, thermometers of various ranges, electrolytic apparatus, etc.

The student is frequently referred to standard works of reference and scientific periodicals in the library, and Brownlee's "First Principles of Chemistry" is used as a text.

The following references are available:

Smith, "Richter's Inorganic Chemistry;" Ramsay, "Chemical Theory;" Dobbin and Walker, "Chemical Theory for Beginners;" Newell, "Experimental Chemistry;" Roscoe and Schorlemmer, "Treatise on Chemistry;" Volumes I and II; Remsen, "Theoretical Chemistry;" "Organic Chemistry;" Jones, "Modern Theory of Solution;" Ostwald, "Foundations of Analytical Chemistry," "Outlines of General Chemistry;" Dana, "Minerals and how to Study Them;" Erni, "Mineralogy;" Meldola, "Chemistry of Photography;" Wanklyn, "Water Analysis;" Sutton, "Volumetric Analysis;" Thorpe, "Inorganic Chemical Preparations;" Smith and Hall, "The Teaching of Chemistry and Physics;" Hessler and Smith, "Essentials of Chemistry;" Ostwald, "The Principles of Inorganic Chemistry," "A Manual of Physical and Chemical Measurements."

DEPARTMENT OF HISTORY AND CIVICS

The work of this department begins with a course of ancient history in the second year and continues through two years and a half. Recitations are daily for forty weeks in ancient history, but for twenty weeks in the other courses.

Besides a careful study of the narrative an attempt is made to have the student interpret events in the lime light and see their logical connection.

Stress is laid upon the value of, and power developed from, independent thinking. In this way history is looked upon more as a study of what men have thought and done than of mere facts and events.

Translations of classical writings and originals in English are used for individual investigations and reports.

The department has a very full library of historical works, especially of those relating to the Untied States.

Course I, Second Year; Ancient History.

This work consists in a brief survey of the life and times of nations of the East, with special emphasis on their contributions to the civilizations of the Greeks and Romans.

The history of the Greek and Roman peoples takes up the rest of the year. Special attention is given to the question of finding out what we owe to the ancients, and their importance for subsequent history.

Text-book: West's "Ancient History."

Course II, Third Year. Mediaeval and Modern History

This course runs for twenty weeks. For a few lessons a rapid review of the period from 476 A. D. to 800 A. D. is made.

Most of the time is taken up with the discussion of the great movements of history which have influences reaching down to present day questions.

Special emphasis is given any events that go to make up the European background of American history.

Text-book: Robinson's "History of Western Europe."

Course III, Third Year. United States History.

There are two objects in view in this course; first, it provides a review of U. S. history, and second, there is an attempt made to help the student get at the principles behind the facts. Thus a training

is given in weighing and selecting opinions that the student may arrive at some definite and independent conclusions for himself.

Reports and discussions are frequent and a term thesis is required.

Text-book, Ashley's American History.

References: The library has a large number of reference books: Schouler's "United States History," "American Statesmen Series" (complete); Hart, "American History as Told by Contemporaries;" Windsor, "Critical and Narrative History of the United States;" "Old So. Leaflets;" "American History Leaflets;" Blaine, "Twenty Years in Congress;" Hildreth, "United States History;" Bryce, "American Commonwealth;" McMaster, "History of the People of the United States;" Wilson, "A History of the American People;" Rhodes, "History of the United States;" Von Holst, "Constitutional History of the United States;" Thorpe, "Constitutional History of the United States;" Parkman's Works; H. H. Bancrofts' Works, "American Commonwealths;" Doyle, "English Colonies in America;" Fiske's Works; Lowell, "Governments and Parties in Continental Europe;" many works on Sociolgoy and Economics, besides biographies and autobiographies of men who have taken a prominent part in politics.

Many historical publications are on file in the magazine room, viz:

Political Science Quarterly.

The American Historical Review.

American Political Science Review.

Annals of the American Academy of Political and Social Science.

In addition, many government reports are received, including the Congressional Record.

Course IV, Junior. Civil Government

The first few exercises are taken up with talks on the origin and foundation of society, the relation of the individual to society, and, finally, the origin of government in general.

The students are required to make a detailed study of some foreign system of government and make a report comparing the government they have chosen with that of the United States.

A text-book is used, but much work is done in outside reading, from which reports are made. An opportunity is given the class of attending the meetings of the Territorial Legislature while in session.

Text-book: Ashley, "The American Federal State."

References: "The State;" "The American Commonwealth;" Cyclopedia of Political Science; "The Federalist;" "Theory of the State;" Documents (Macdonald), Congressional Government (Wilson), and many others.

DEPARTMENT OF PROFESSIONAL INSTRUCTION

The distinguishing feature of a Normal school lies in the fact that it offers a course in the method of instruction and practice therein. The subjects that are classed under the head of professional instruction are psychology, pedagogy, the history and philosophy of education, logic, ethics, methods of teaching, school law and school economy, and the practice in the training school. To these subjects are added, to complete the professional course, a course in reading, spelling, arithmetic, geography and bookkeeping, making a total of nine units.

PSYCHOLOGY

The course in psychology comes the first semester of the Junior year. The aim of this course is to show that mental activity is dependent upon sense perception, and, to lead the student to observe the workings of his own mind so that he may come to an intelligent realization of the fundamental laws underlying mental activity. It is intended to give the student such a knowledge of the states, powers, and activity of the mind, their inter-relations and the laws governing their growth as will enable him to pursue a rational course of procedure in his professional work.

Text-book: "Psychology," Angell, Henry Holt & Co.

References: "Pyschology," James' Advanced Course; "The Development of the Intellect," Preyer; Baldwin, "Mental Development;" Spencer, "Principles of Psychology;" Porter, "Elements of Intellectual Science;" John Dewey, "Psychology."

PEDAGOGY

The course in pedagogy comes the second semester of the Junior year. This course deals, in the first place, with the subjects to be taught, and in the second place, it shows how knowledge is acquired. This refers back to psychology and leads to methods of instruction. The practical illustrations are found in the observation of the Training School and in the student's own experience. Introspection is the watch word not only in the study of psychology, but in the study of methods of instruction as well.

Text-books: Roark, "Method in Enuciation" (American Book Co.) and McMurry, "Methods of the Recitation" The MacMillan Co., New York.

References: Payne, "Compayre's Lectures on Pedagogy;" Quick, "Locke on Education;" Spencer, "Education;" Froebel, "Education of Man," White, "Elements of Pedagogy;" Howland, "Practical Hints for Teachers;" Froebel, "Pedagogics of the Kindergarten."

LOGIC

The study of logic is based on psychology. The point of departure is found in the chapter on thought. This course deals mainly with the concept, the judgment, the syllogism, analysis and synthesis, and induction and deduction. From the historical side, Socrates, Aristotle and Bacon receive attention. Logic comes during the first quarter of the Senior year.

Text-book: "Lessons in Logic," Jevons; (MacMillan Co.)

References: Davis, "The Theory of Thought," Hegel, "Logic;" Bain, "Logic, Deductive and Inductive."

PHILOSOPHY OF EDUCATION

This course follows as a text Herbert Spencer's "Education." Spencer's views find favor in many quarters and one cannot be said to be intelligent on modern theories of education who is not familiar with Spencer.

HISTORY OF EDUCATION

In a general sense, the history of education is the story of the growth and social development of the human race, but this course is restricted to a brief sketch of the ancient systems of education, those of India, Egypt, Persia, Greece, Rome and the Jews; the lives of Socrates, Plato, Aristotle, Cicreo, Seneca, Quintillian and Jesus; the schools of medieaval and modern times, a study of the lives of noted educational reformers, as Comenius, Rousseau, Pestalozzi, Herbart and Froebel, and the principals advocated by them; and a comparison of the school systems of Germany, France, England and America.

Text-book: "A Brief Course in the History of Education," Monroe; (The MacMillan Co.).

References: Sharpless, "English Education;" Boone, "Education in the United States;" Davidson, "The Education of the Greek People;" Klemm, "European Schools;" Quick, "Educational Re formers."

ETHICS

In its history the subject of ethics is closely related to the history of education. The purposes that underlie the system of education of a country give a clew to the principles upon which its people base their life and conduct. For this reason the first part of the work is an historical study in connection with the history of pedagogy. Toward the close the work becomes more practical. Some modern treatise is selected as a text. The present year the class used Kidd's "Social Evolution," published by the MacMillan Co.

References: Spencer, "Principles of Ethics;" Porter, "Elements of Moral Science;" Spencer, "Principles of Sociology;" Janet, "Elements of Morals;" Seelye, "Duty;" Ferri, "Criminal Sociology;" Lecky, "European History of Morals."

SCHOOL LAW AND SCHOOL ECONOMY

Instruction in this branch is given mostly by lectures. In school economy the discussion will cover the whole field of organization, governing and conducting primary schools. Its aim is to develop a system of control that shall be in harmony with the principles set forth by the modern methods of education; and to make the student skillful in the performance of the various duties of the school room, by plain, practical and suggestive lessons.

In school law the object will be to make the student familiar with the course of school legislation in the Territory of Arizona; to compare the system of our own Territory with that of some leading states of the Union, and to make familiar the leading decisions of the courts of justice upon important school problems.

METHODS OF TEACHING

The work in methods of teaching is a continuation of the course in pedagogy. It occupies forty weeks, and five periods each week. The text-books used in this course are McMurry's Special Methods—Primary Reading, Reading of English Classics, Language, Geography, History, Elementary Science, and Arithmetic. The study of these texts is preceded by a thorough discussion of the basic principles of teaching. Roark, "Method in Education," is used as a basis for the principles of teaching, Chapters I, II, and III.

In this course after the subject matter and plans of teaching the subject in hand have been discussed, typical lessons are presented in the presence of the class, conducted by a student or a critic teacher. These lessons are criticized by the class under the guidance of the teacher of methods and in the presence of one who taught the class.

The study of methods of teaching includes the preparation by each student of a thesis bearing directly on this work.

Through the courtesy of the faculty of the public school, the student-teachers are allowed to observe the work there, so that the practical application of the method work may be seen under the conditions which must be met by them in the schools of the Territory. They also visit the schools in the rural districts and towns in the vicinity of the Normal. During the past year Alma and Mesa were visited. These visits led to discussions that proved very profitable indeed and the Normal School feels very grateful for the favors so generously extended.

References: Bain, "Education as a Science;" Tate, "Philosophy of Education;" Johannot, "Principles and Practice of Teaching;" Rein, "Outlines of Pedagogics;" DeGarmo, "Hebart and Hebartians;" Lloyd Morgan, "Report of the Committee of Fifteen," "Psychology for Teachers;" James, "Talks on Psychology;" Osterman, "Interest;" Curry, "Infant Education;" Stout, "Manual of Psychology;" Shaw, "Three Studies in Education;" Halleck, "The Central Nervous System."

TRAINING SCHOOL

The Twenty-Third Legislative Assembly made an appropriation for the erection of a Training School building on the campus and in this new building the work is now carried on. It was planned with reference to convenience, completeness and hygiene, and is in every way a model. It contains eleven class rooms, besides assembly rooms and offices. Completely equipped, it gives every advantage to the pupils of the school.

The pupils in attendance at the Training School represent the eight grades of the public schools and are residents of the Tempe Public School District. For this reason, recent legislation has made the Training School a branch of the public school so far as the apportionment of the school funds is concerned. In all other respects, the control and management of the Training School is vested in the Normal Board.

At the beginning of each quarter, with the assignment of classes the pupil-teacher receives a general outline of the work he is expected to do in his class. With this outline as a guide, he prepares his daily lesson plans. These are handed to the critic teacher two days in advance of the time when the lesson is to be presented and are corrected by her and discussed with the student. In this way the work given to the pupils in the Training School is freed from error, and the possibility of incorrect subject matter or poor presentation is reduced to a minimum.

It is desirable that the pupil-teacher go, not only to the respective critic teacher and the director of the Training School for suggestions relative to the subject he is teaching, but also to such member of the Normal School faculty as has charge of the branch of study to which the subject in question belongs. At the same time members of the Normal School faculty are expected to visit pupil-teachers while teaching. It is the duty of the pupil-teacher to call upon such visitors for criticism, the same as when visited by the critic teacher.

While the territorial course of study is followed in the Training School, yet the conditions governing the schools are such as to admit of much more work than that course requires, and the pupil-teacher finds here a school that closely approximates to the ideal, and the training given should fit the student to give to his pupils the best when he becomes a member of the Territorial teaching force.

Each member of the Junior class is required to observe the work done by the student-teachers in the Training School, for two hours a week, on consecutive days, for six weeks.

Criticisms upon the lessons observed are handed to a critic teacher who discusses the work with the Junior in the presence of the Senior teacher.

The grounds, which are but an extension of the Normal campus, are large and attractively laid out, and furnish ample room for recreative sports.

As the course now stands, a child can enter the Training School in the first grade and take the entire eight years' work there, passing from the eighth grade directly into the Normal.

The number of pupils is limited and the tuition is free. Application for admission to the training School must be made in advance, and each application will be acted upon in the order in which it is received. The same method will be observed in filling any vacancies that may occur during the year. The places of all pupils that are not present at the opening of the Training School year will be filled by those next upon the list.

The year just closed has been very successful. There was no dropping off of the attendance. The school spirit was never better. One of the most gratifying features has been the hearty co-operation of the parents.

COURSE OF STUDY FOR TRAINING SCHOOL

SUBJECT	FIRST GRADE		SECOND GRADE		THIRD GRADE		FOURTH GRADE		FIFTH GRADE		SIXTH GRADE		SEVENTH GRADE		EIGHTH GRADE	
	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation
Arithmetic	Incid't'l		5	45	5	45	5	45	5	45	5	45	5	45	5	45
Reading	15	20	10	45	10	45	10	30	10	30	5	30	3	45	3	45
Writing	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20
Spelling	5	20	5	20	5	15	5	15	5	15	5	15	2	45	2	45
Language	5	45	5	45	5	45	5	45	....	....	....	....	....	....	....	....
History	....	....	....	....	....	....	....	....	3	45	5	45	5	45	5	45
Drawing	2	45	2	45	2	45	2	45	3	45	3	45	3	45	3	45
Manual Training	.. Incidental					Incidental			2	45	2	45	2	45	2	45
Music	2	45	2	45	2	45	2	45	5	20	5	45	5	45	5	45
Geography	....	....	....	....	5	45	5	45	5	45	5	45	5	45	5	45
Grammar	....	....	....	....	....	....	....	....	5	45	5	45	5	45	5	45
Civics	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	45
Physiology	....	....	....	....	....	....	....	....	....	....	....	....	....	....	*5	45

*Last twenty weeks.

NOTE.—The Grammar Grades are given one period of 45 minutes each day for study under the direction of the teacher.

DEPARTMENT OF LATIN

The course in Latin begins the second year and extends over the last four years of the Normal course. Each of the four classes recites five periods a week for forty weeks each year—making 200 hours. The department is well equipped with a full set of Kiepert's wall maps and illustrative photogravures. The school library contains all the latest and most authoritative works of reference on classical antiquities in general, including history, geography, Roman life, topography, art, archaeology, and literature. The reading room receives all the principal journals and magazines devoted to the classics. In fine, the equipment of the Latin department is one of the best in the Southwest.

The course in Latin provides for two classes of students: the Normal student proper, who is preparing to teach in the public school system receives a broader training, becomes a better master of English, and does better work as a teacher; secondly, the academic student is better prepared to enter college having four units to his credit of the sixteen generally required for admission to the universities of Arizona and California. The course is outlined as follows:

SECOND YEAR.—First Latin Book, Moore (Appleton).

THIRD YEAR.—Second Year Latin, Greenough, D'Ooge and Daniell (Ginn & Co., $1.25). Latin Prose Composition, Pearson (American Book Co., $1.00). Latin Grammar, Allen and Greenough (Ginn & Co., $1.20).

JUNIOR YEAR.—Cicero's Orations Against Cataline, Harkness, Kirtland & Williams (American Book Co., $1.25). Vergil's Aeneid, Books i-iii, Greenough & Kittredge (Ginn & Co., $1.50). Latin Prose Composition, Pearson (American Book Co., $1.00). Latin Grammar, Allen & Greenough (Ginn & Co., $1.20).

SENIOR YEAR.—Cicero's Orations—Archias, Manilian Law; Marcellus, Ligarius, Fourteenth Phillipic, Harkness, Kirtland & Williams (American Book Co., $1.25). Sallust's Life of Cataline, Merivale (MacMillan). Vergil's Aeneid, Books iv-vi, Greenough & Kittredge (Ginn & Co., $1.50). Latin Prose Composition, Pearson (American Book Co., $1.00). Latin Grammar, Allen & Greenough (Ginn & Co., $1.20).

SPANISH

Owing to the rapidly increasing commercial relations of the United States with the great industrial nations of Spanish America, there is a growing demand for Spanish-speaking Americans with the necessary technical knowledge to further the industrial development of those countries.

A two years' course in Spanish is offered as an elective, beginning the Third year of the Normal course. A special course is arranged for high

school graduates who may desire Spanish, the Junior and Senior years as an elective.

In the entrance requirements in foreign languages, two years of Spanish are accepted as two units by all Universities.

For those who require the language for its utility, and such students as desire Spanish for its literary value, the following courses have been arranged:

ELEMENTARY SPANISH.—Worman's First Spanish Book (American Book Co.). Spanish Grammar, Hills and Ford (D. C. Heath & Co.). Bransby's Spanish Reader (D. C. Heath & Co.). El Capitan Veneno, Alarcon (D. C. Heath & Co.).

During this year effort is made chiefly to lay a good foundation for future study by a thorough drill in the forms and elementary syntax of the language. Frequent prose composition is required as a valuable means of securing accuracy in syntax.

As much Spanish as possible is used in the class-room from the beginning. Every effort is made to have the students think in Spanish as a living language. In translation the best English idiom is required, but as far as practicable, English is left out of the class work, translation being employed as a test of individual preparation.

An interesting feature of the work is the weekly report in Spanish of the current events in Spain and Spanish America, accurate material being obtained from the Spanish periodical, "Las Novedades."

ADVANCED SPANISH.—Spanish Grammar, Hills and Ford (D. C. Heath & Co.). Ford's Spanish Composition (D. C. Heath & Co.). "Dona Perfecta," Galdos (American Book Co.). "Partir a Tiempo," Larra (American Book Co.). "El Cautivo," Cervantes (D. Appleton & Co.). "La Vida es Sueno," Calderon (American Book Co.).

In the second year a more thorough and detailed study is made of the language and literature, and an increasing amount of independent parallel work is required of the student in connection with the study of Spanish history and literature.

During the entire course short letters are exchanged among the students, and special attention is given to the technicalities of commercial correspondence.

The following reference works are accessible in the library:

Dictionaries: Mariano Velazquez de la Cadena; De Veitelle. Language: Garner's Spanish Grammar; Elementary Grammar of the

Spanish Language, Loiseaux; Spanish Composition, Loiseaux; Lemly's New System of Spanish Accentuation. Literature: Spanish Literature, Clark; Ford's Spanish Anthology; "Bardos Cubanos," Hills; "Electra,"Galdos; ,,El Nino de la Bola," Alarcon;"El Haz de Lena," Nunez de Arce.

ART DEPARTMENT

The aim here is the training of students to know form, color,and composition; also to lead them to an appreciation of the beautiful as exhibited by these in nature and in art.

We hope to cultivate in the student the power to properly correlate this work with other subjects of the school course and to impart some of this appreciative ability to those in the school room under his care. Further, we aim to make work in this department the most effective approach to industrial art.

Two recitations a week are given during each of the first three years. In the Junior year one recitation per week for the second semester is devoted to the discussion and presentation of methods in drawing.

The work of the first year embraces the study and application of the fundamental principles as used in the drawing of simple type-forms and objects based upon these, elements of design and the making of simple designs from conventionalized plant and animal motives, practice with brush and ink, pencil, charcoal, crayons and color, blackboard drawing from objects and memory, easy problems in construction, and clay modelling.

During the second year work is continued along the same lines, together with study from casts and pose; perspective, designing, illustrative work, mechanical problems, color harmony.

Third year work includes practice in pen and ink drawing; light and shade, elements of historic ornament; black-board illustration; colored crayons; clay modelling; mechanical drawing; perspective problems; sketching; wash drawing; balance, rythm and harmony in designs; study of color harmonies, and elements of composition.

In the Junior year the topics for discussion and methods will be along lines of work suitable for the primary and grammar grades and will include use of black-board, brush and ink, charcoal, pencil, colored crayons, pen and ink, water colors; story telling through drawing; constructive work; study of children's drawings; mounting of pictures; school-room decorations; programs; picture study, etc.

All through the course, students are encouraged to bring to class for criticisms and suggestions, sketches and drawings done outside of recitations. This department is well supplied with casts, still-life models, charts, and a kiln for the firing of models and pottery. The library contains many works on art subjects.

References: "International Studio;" "School Arts Book;" "Craftsman;" Brush and Pencil;" "Manual Training Magazine;" "Perry Magazine;" Day, "Ornament;" Myers, "Hand-book of Ornament;" Day, "Anatomy of a Pattern;" Crane, "Line and Form;"

Dow, "Composition;" Jackson, "Theory and Practice of Design;" Ruskin, "Elements of Drawing;" Batchelder, "Principles of Design;" Midgley and Lilley, "Plant Form in Design;" Year Books of Supervisors of Manual Arts; Mathews, "Story of Architecture;" Mrs. Clement, "Legendary Art;" Adeline, "Art Dictionary;" Taine's "Lectures on Art;" Stimson, "The Gate Beautiful;" DeForrest, "History of Art;" Reber, "History of Ancient Art;" Goodyear, "History of Art;" Tarbell, "Greek Art;" Hartman, "History of American Art;" Sturgis, "How to Judge Architecture;" Singleton, Turrets, Towers and Temples ; Rosengarten, "Architectural Styles;" Longfellow, "The Column and the Arch;" Pennell, "Modern Illustration;" Ware, "Modern Perspective;" Hoyt, "World's Painters;" Day, "Ornament and its Application;" Clement's Hand-books for Beginners; Emery, "How to Enjoy Pictures;" Great Pictures Described by Great Writers; Works on Spanish, German, Flemish, Dutch, Italian, English, and American Painters; Tadd, "New Methods of Education;" Reber, "History of Mediaeval Art;" Prang Manuals; Lubke, "History of Art;" Brown, "Letters and Lettering;" Poore, "Pictorial Composition;" Clark, "Plant Form;" White, "Practical Designing;" Longfellow, "Applied Perspective;" Hatton, "Figure Composition;" Sanford, "Arts and Crafts;" I. C. S. Books on Drawing and Design, etc.

BOOKKEEPING AND COMMERCIAL LAW

These subjects are taken during the first semester, by Senior students, and, in order to accommodate special cases, the work is continuous throughout the school year. The course in bookkeeping embraces the double and the single entry method. Practice is given in the use of auxiliary books and business forms through the voucher system.

The aim in commercial law is to familiarize students with the laws governing the ordinary transactions of business life. To this end, the method pursued is the combined text-book and lecture, the former being used for definition and frame-work, while the latter is given to the illustration and application of the principles set forth to actual business experience. Special emphasis is laid on these topics: principles of contracts, negotiable instruments, real property, insurance, and bailments.

Text-books: Williams and Rogers, "Modern Illustrative Bookkeeping;" Gans, "Commercial Law."

References: William & Rogers, "Commercial Law;" Townsend, "Compendium of Commercial Law;" McMaster, "Commercial Digest;" White, "Business Law;" Statutes of Arizona; I. C. S. Books on Commercial Law; Huffcutt, "Elements of Business Law."

DEPARTMENT OF MUSIC

Music is a part of the professional work of the course and credits the student with one unit of the nine required in that department of study.

Voice culture and sight reading are the branches of music taught in the school, and three years, consisting of two recitations each week are required to complete the course, divided as follows: First year—Scale and Song materials containing mostly diatonic progressions, enabling the student to acquire not only a working knowledge of the diatonic scale and its intervals, but a repertoire of good songs as well. In the second and third years this method of instruction is continued and the study and practice of chromatic progressions, and the progressions of the Minor modes is taken up, both in melodic form and in part singing. In the third year instruction in elementary harmony is also given and methods of teaching music in the public schools discussed.

The aim is to make the student entirely self-reliant in music reading, independent in carrying any part within the range, and suiting the character of the possessor's voice, and to develop a genuine love for musical art. Students of advanced standing, entering for the first time, are required to make such grades as may be prescribed.

Chorus practice occupies one period each week, bringing the entire student body together for this purpose. Results have demonstrated that this work has developed into one of the most attractive and useful features of the school routine, not only acquainting the students with the very best music of this class, but also enabling them to do acceptable service at the daily morning exercises, and on special occasions of various kinds

Many of our students take instruction in piano playing; there are a few excellent piano teachers in Tempe, and while this has to be done outside of school, by private arrangement with those teachers, and the lessons paid for, the pianos of the school are made available for the convenience of practising, and such students may have stated hours assigned them upon application.

Text-books used: Melodic Course (four books) of the Natural Music Series, Elements of Harmony, Stephen A. Emery; Laurel Song Book, W. L. Tomlins. (Last-named book is furnished free by the school).

PHYSICAL CULTURE

At the opening of the school in September, the work of this department will be transferred from its present quarters in the Main building to the new gymnasium which is being fitted with the necessary apparatus for a thorough course in physical culture. The usual work in calisthenics will also be carried on, instruction being given in Indian club, dumb-bell, and wand exercises. Special attention will be given to the needs of individual students and classes will be formed for those who are not able to take the more vigorous exercises.

In order that the work may be carried on to the best advantage, the girls must be provided with proper gymnasium suits.

All girls of the first three years must take physical culture two periods a week, the work being elective in the Junior and Senior years, unless a certificate is presented from a physician recognized by the school, stating that such exercise would be injurious.

The purposes of this work are:

1.—The attaining and maintenance of health, the development of a symmetrical body and the acquisition of a graceful and erect carriage.

2.—The bringing of every graduate to a mastery of physical training sufficient to secure valuable results for his pupils.

The character of the work is disciplinary as well as recreative, each exercise being done at word of command. Thus quick muscular response to mental stimuli is cultivated and the student learns to control his body in difficult situations.

Nearly all the movements are performed to the accompaniment of music, the inspiration of which insures interest and spontaneity.

MILITARY DRILL

By the placing of military drill in the school course, several important objects are gained. In the first place it is a valuable means of physical culture and training of the muscular sense. The exercise attendant upon a lively drill in the open air is of a nature well calculated to overcome the effects of close application to study, to promote a healthy circulation and to prepare the mind for more vigorous effort. Again, daily attention, even for short periods, to correct position in standing, and walking, gives a springy step, an erect carriage and a soldierly bearing, that can scarcely be attained by any other means. Moreover, the strict discipline which is inseparable from properly conducted military work is eminently conducive to the acquiring of orderly and systematic habits, personal neatness, prompt response to direction, and self-control. At the same time, the gradation of authority and division of responsibility from private to captain, furnish a valuable object lesson in government, while the actual military knowledge gained makes the student a more valuable citizen, preparing him, as it does, the better to take upon himself the work of his country's defense in time of need. The objection which has sometimes been opposed to military drill because of its one-sided character is entirely met and overcome by the use of the setting-up exercises, the bayonet drill and the calisthenic exercises with and without the piece, while the attractive nature of the work gives to it that spontaneous character without which exercise is valueless.

The course, which is required of all male students who are free from physical disability, includes "the setting up exercises" as prescribed for the United States Army, the school of the soldier, the school of the company, the bayonet exercise, calisthenic and barbell exercises, extended order work and battle formation for the company acting alone, the ceremonies of parade and guard mounting and the duties of sentinels. The principles of battalion movements are explained and outlined in order to illustrate the relation of the company to larger bodies of troops.

By an act of the Twenty-first Legislative Assembly of the Territory of Arizona, the military organization of the Normal School of Arizona is made a part of the National Guard of this Territory, to be known as the Normal School Cadet Company. The military instructor holds the rank of captain, and commissions are issued to the student officers of the company. Upon graduating from the institution, or being honorably dismissed therefrom, such officers may resign their commissions or hold the same as retired officers of the Cadets, liable to be called into service by the Commander-in-Chief in case of war, invasion, insurrection or rebellion.

Under this law, the requisite ammunition and accessories for a course in target practice will be furnished to the institution each year.

The company target range is situated within a mile of the campus in a safe location, and much interest is taken in this important work, a large per cent of the young men annually qualifying as marksmen or sharpshooters under the regulations prescribed for the National Guard.

The drill is conducted in strict accordance with the regulations of the United States Army.

Three or four days are spent each year in camp, giving practical experience in camp routine, issue of rations, guard duty, signal practice and extended order work.

The uniform, which is required to be worn at all drills,is of cadet grey, neat in style, serviceable and comfortable. Directions for ordering the uniform will be furnished to prospective students upon application to the president.

Drills will occur three times per week during the year. None are excused from the regular drills except upon the presentation of a written certificate of disability signed by a physician.

Satisfactory completion of the work in this course entitles the student to one unit credit toward graduation.

ATHLETICS

The necessity of physical exercise has been fully explained under the headings "Physical Culture" and "Military Drill." Few schools in the west do more for the bodily development of the students than this one. The athletic training is under the personal charge of a competent director, who is a member of the faculty. Nowhere else in the Southwest can the clean-minded athlete find so good advantages for his highest development physically. Particular stress is laid upon gentlemanly conduct on the part of all those who participate, and as a result, the Tempe teams are commended everywhere for their true sportsmanship, and gentlemanly conduct.

Great interest has been added to the work in general, and class teams in particular, by the presentation to the athletic associations of three beautiful silver cups. These were given by the "Student" and stand as prizes to be contended for yearly by the various class teams in track, tennis and basketball.

BASKETBALL

This game has proven to be one of the most popular and exhilarating pastimes of the school. Adjacent to the girls' dormitory are two ideal basketball courts for the benefit of the young ladies who enjoy this game. Numerous teams are organized and many interesting games are played. The annual Inter-Class Tournament for the "Student" cup provides a series of games that are full of spirit and enthusiasm and gives every player a chance to participate in match games. Besides these, various teams play games with other school teams.

There is no game superior for general physical development, and the grade of training is shown by the fact that the Normal teams won every inter-scholastic game for two seasons, notwithstanding that the Normal line-up was repeatedly changed.

TRACK ATHLETICS

The Track Association has had a remarkable growth. Although the youngest athletic organization in school, it has developed track teams worthy of any college.

There is a fine track on the campus for distance events, and a 220-yard straight-away course for the sprints. Suitable apparatus has been purchased for training in all standard events.

This branch of athletics is rapidly growing in the favor of the Arizona public. One of the events of the season is the Arizona Fair Athletic Games at Phoenix. This meet, with the numerous inter-scholastic meets, gives the ambitious athlete a splendid opportunity to win honors.

As this affords one of the best means of building up healthy bodies, no effort will be spared to foster its growth.

BASEBALL

The Normal baseball team is one of the best teams in the Southwest. In four years it has won the championship three times, and the 1909 team was the best in its history.

The diamond, located on the campus, is one of the best in Arizona; and adjoining it are the well equipped training quarters, provided with shower baths, suits, gloves, and various other conveniences.

An annual schedule of games is arranged with the leading teams of the territory and many interesting games are played. A convenient and well-equipped grand stand has been established on the Normal field. In this, as in all other sports, the most careful supervision is exercised, and the greatest encouragement given.

TENNIS

The one branch of athletics that does and can do most for class spirit is tennis. In it the class as a whole is best represented.

Several splendid courts—the best in the territory—have been made and are kept up by the school. Everything is done that will enable the students to enjoy the game to the fullest during the whole school year.

In February of each year a tournament is held, wherein the most prominent schools of this part of the territory take part. Two valuable cups are offered for the men's games, while individual prizes go to the winners in the ladies' games.

In addition to this event, inter-class matches are held, generally two each year, besides matches with leading schools not represented in the tournament.

DEPARTMENT OF MANUAL TRAINING

The manual training course affords opportunity for complete preparation for workmanship and teachers of the subject. The department is excellently equipped for cabinet work and certain forms of carving, pattern making and turning. Instruction in other materials will be given such as the needs of the students seem to demand.

The aims of manual training as taught here are:

1.—To encourage and stimulate self-reliance, invention, neatness, proportion, harmony, and accuracy; to make competent, independent workmen, capable of designing, making or repairing in house or furniture construction.

2.—To recognize correct effect in furniture or house design, and to enable the student to judge of their intrinsic value from the standpoint of a buyer.

3.—To assist Juniors and Seniors to plan and prepare courses of study and their presentation, to the end that they may become competent to teach the subject.

As outlined, the course embraces all grades of the training school above the fourth; and includes the first three years of the Normal. In the remaining two years the work is elective.

The problems designated below aim to embody such principles of construction and finish as are within the scope of the student ability of the grade to which the problems are assigned. All discussions are built upon the material, construction and finish of these problems.

Other problems than those mentioned may be substituted, provided the same principles are embodied. The time devoted to the work is two periods a week. Much extra time may be put in by pupils who elect to do so.

As in other work in the grades, the Training School pupils are taught by means of a series of problems, the fundamentals in preparing wood for use in construction. Through the problems come talks on wood and tool manipulation. Nothing but work well done will be accepted. Incorrect habits of workmanship are guarded against, that the pupil may not find himself under the necessity of unlearning errors of thinking and working. No class of pupils is required to execute all of the constructions in a certain year or term, nor will any pupil be limited by anything except his manifest ability.

By grades the pupils make such articles as the following:

Fifth Grade.—Bread board, pen-tray, key rack, toothbrush-holder, blotter pad.

Sixth Grade.—Towel roller, spool-holder, foot-stool, bookrack, hexagonal trays and cutting boards.

Seventh Grade.—Wall-pocket, candlestick holder, coat-hanger, broom-holder, book-trough, hat-rack, tabourette, square, stool.

Eighth Grade.—Towel-rack, plate-rack, picture frame, square table, carved trays, lamp-stand, pedestal.

These problems are made from drawings and pupils are required to understand and read same at completion of the eighth grade, with ability to execute drawings of simple construction.

The Normal course allows considerable latitude as to specific articles but insists upon certain points being executed; such as haunched tenon and mortise, keyed mortise and tennon, half lap, half lap miter dovetail, framing. The pupils make such problems as the following:

Tabourette, knife-box, center table, library table, settee, Roman chair, lamp-stand, hall-tree, plate-rack, picture frame, piano bench' magazine case, etc.

The problems are made the foundations for discussions of woods and their growth as related to constructive or building uses; the making of wood preservatives and finishes, and a variety of discussions pertinent to the work. While the theoretical and educational are not lost sight of, the trade or practical side of the workshop is kept largely in mind, that the young men who elect the work may be fitted in a great measure for workmen in the trades. This side is made a feature because not all of the young men who enter school will become teachers but wish to fit themselves for more skillful positions in the various fields of industrial work. Those who prepare for professional work receive extra instruction and lectures upon the scope and intent of this branch of the public school work.

Plan and elevation drawing, isometric and cabinet projection, as well as pure mechanical drawing, dealing with geometrical principles necessary to shop work is required. Working drawings, tracings and blue-prints are made, and experience in their preparation and manipulation required of the pupils. The completion of this work will be sufficient to obtain positions for graduates in drafting rooms.

Structural drafting is offered as an elective.

Juniors and Seniors who elect to take the work must finish a series of problems to cover a suitable course for teaching. They will be required to write a course of study and to do a certain amount of teaching. The completion of this work will enable them to secure positions of manual training or to embody the work in general school work to a large extent.

The students have access to a number of reference books for assistance, among which the following are especially helpful:

"Craftsman," "Manual Training Magazine;" "School Arts Book;" R. M. Smith, "Chicago Course of Study;" "American Carpenter and

Builder;" "American Cabinetmaker;" Anson Cross, "Mechanical Drawing;" Woodward, "The Manual Training School;" Foster, "Elementary Woodworking;" Tracy, "Mechanical Drawing;" "Primer of Forestry," Department of Agriculture; Murray, "Problems in Woodworking;" Hasluck, "Woodworking;" "Encyclopedia of Carpentry, Masonry and Joinery;" "National Builder;" "Woodworkers' Review;" "Pattern Making and Molding."

DOMESTIC SCIENCE

It has been decided by the Normal Board to introduce Domestic Science into the course this year. The basement of the Main building is being remodeled to accommodate this department and will be thoroughly furnished with the latest and most improved equipment for the work. A competent instructor, who has specialized in this department, has been employed to organize and conduct the work.

The work in sewing provides a practical course in the elementary phases of needlework, beginning with the simplest forms and leading to the making of appropriate wearing apparel. The course in cookery includes lectures and laboratory practice in all the details from the care of the kitchen and its furnishings to the planning of menus and the preparation and serving of meals.

The course in Domestic Science is designed for the pupils of the grammar grades in the Training School and will be compulsory for the first two years in the Normal School. A successful completion of this course in the Normal will count one unit toward graduation.

THE

Tempe Normal School of Arizona

GENERAL INFORMATION.

LOCATION

The Tempe Normal School of Arizona was instituted by an Act of the Territorial Legislature, approved March 10, 1885. It is located at Tempe, a city of 1,400 inhabitants, nine miles from Phoenix, the capital of Arizona. Railroad communication with all parts of the Territory is furnished by the Maricopa & Phoenix & Salt River Valley R. R. and the Phoenix & Eastern, giving direct connection with the main lines of the Southern Pacific and Santa Fe systems.

Tempe is situated in the midst of the fertile Salt River Valley, one of the finest argicultural sections of the West, and whose residents are a thrifty and industrious people, engaged in farming and fruit raising. The moral and social atmosphere is of the best, and the climate during the entire school year is delightful and most salubrious.

The school buildings are thoroughly modern, saintary, well equipped and pleasantly and conveniently situated. Seven church societies hold services in the city.

DESIGN

The legislative enactment which established this Normal School (Chap. III, Par. 2515, Sec. 1, Code of Arizona) provides that instruction shall be given in the "art of teaching," and also "in all the various branches that pe tain to a good common school education;" also "in the fundamental laws of the United States and in what regards the rights and duties of citizens." An examination of the present course of study will show that the legisliatve intent has been carefully observed.

THE CAMPUS

The Normal grounds, covering an area of twenty acres, are beautifully arranged with gravelled walks and drives, bordered with fine lawns and lined with a pleasing variety of shade trees, shrubbery, and flowering plants. Abundance of water and the constant care of an experienced gardener makes the campus a truly delightful spot. The plants have been selected with a view to furnishing material for work in botany, as well as for adornment, and one will find here many varieties of hardwood trees, as well as palms and other sub-tropical vegetation. Not the least interesting tract is the "desert garden," which exhibits many of the typical plants of the neighboring arid region, including many species of cactus, yucca, and the like. The

campus includes a parade ground for military drill, screened basket-ball and tennis courts, and an athletic field, including ball ground and running track.

BUILDINGS.

NORMAL BUILDING

The oldest building on the campus is the Main building, which was erected in 1894. This is a commodious three-story structure of pleasing architecture, the lower story of sandstone and the superstructure of brick with sandstone trimmings. Here are located the main assembly rooms, class rooms and armory. The building is characterized by ample corridors and high ceilings, supplying an abundance of light and air.

SCIENCE HALL

The department of science is now housed in a handsome two-story brick building, 92 x 70 feet. This structure is located conveniently near the Main building and is of a style of architecture in harmony with the other buildings on the campus.

The first floor contains the lecture room for physics and chemistry, fitted with demonstration table, electric generator, switchboard for control of demonstration currents, draft chambers, water and gas. The windows are so arranged as to be easily screened when the room is to be darkened for use of the projection lantern, and the class seats are so elevated that each student has an unobstructed view of the lecture table.

Adjoining the lecture room is a stock room for chemicals and apparatus. The laboratories for physics and chemistry are placed on opposite sides of the lecture room and are so connected with it as to utilize all floor space. These laboratories are equipped in a thorough manner with cement floors, ample blackboard space and modern tables, supplied with gas, water and electricity. Storage room for apparatus is supplied by an elaborate system of cupboards and drawers, and there is in addition a room for such apparatus as needs protection from dust and the laboratory fumes.

A shop is provided for the construction and repair of apparatus and materials. The chemical laboratory has sufficient draft chambers to accommodate an entire division, also large sinks, side tables, apparatus for supplying distilled water and photographic dark room.

The laboratory for physiography and geography communicates with the chemical laboratory and has also its own separate entrance. This room is equipped with suitable tables, barometer, maps, charts, globes, mineral collections, sand bins and modelling table, relief models, and wall cases for storage of material. A standard thermometer shelter is located close by on the campus and contains a full set of standard thermometers as well as a thermograph.

The offices of the Board of Education and of the President of the School are also located on this floor on either side of the main entrance.

The south half of the second floor is devoted to the laboratories for biology and physiology, with lecture tables supplied with gas and water. Students' tables of substantial style, aquaria, and all necessary furniture. A stock room and instructor's laboratory connects these main laboratories and there is a dark room for photographic work and experiments in germination.

These laboratories are equipped in thorough fashion with microscopes, glassware, balances, dissecting implements, chemicals and alcoholic material for study.

The north half of this floor contains the museum and the art department. The latter occupies three rooms especially planned with a view to suitable lighting and proper exposure. Here are all the facilities for work in drawing and for modeling in clay and other media. A potter's wheel and kiln form part of the equipment and there is abundant material in the way of models, casts and subjects for study.

AUDITORIUM AND GYMNASIUM

The new auditorium is a substanital brick building 72 x 100 feet, so situated as to balance the science hall and complete the architectural scheme of arrangement of the campus. The first floor contains a large gymnasium with hardwood floor, running track and spectators' gallery. Adjoining this are locker and dressing rooms both for men and women.

The second floor is occupied by the auditorium which, with its galleries, will seat 1,000 persons. The stage is to be equipped with suitable scenery and properties for the dramatic work of the various literary societies, and ample dressing room space is provided. This enables all public entertainments, lectures, concerts and the like to be presented in a suitable manner, with comfort and convenience to audience and performers and with a minimum of labor and trouble in preparation. Particular attention has been paid to the matters of ventilation and safety and to the acoustic qualities of the audience room, and this building will be heartily appreciated by students and faculty as well as by the patrons of the school entertainments.

TRAINING SCHOOL

It may well be said that the Training School is a model building of its kind. It is located conveniently near the Main building, and is constructed on rational lines, is built of brick, covering a space of 130 x 136 feet, and comprises two offices, ten class-rooms, large double assembly room, and two manual training rooms, all of which are upon the one floor level, thus entirely avoiding the use of stairs. By an ingenious arrangement of windows, perfect lighting and ventilation are secured, and the entire equipment is in consonance with the latest and most approved ideas of school hygiene and management.

DORMITORIES

Students living at a distance from Tempe will find it greatly to their advantage to secure room and board in one of the dormitories connected with the school. There are two dormitories situated on the campus, one for young women and one for young men.

The girls' dormitory is situated near the southwest corner of the campus, facing the street on the west, and conveniently near the school buildings. It is constructed of brick, two stories in height, and, with the addition completed last year, furnishes rooms for 135 young ladies.

Each room is intended for the accommodation of two students, and is provided with two wardrobe closets, and with city hydrant water, electric light and steam heat. The furnishings of each room include carpet, study table, chairs, dresser, two single beds, with all necessary bedding, blankets and linen, so that the student is not expected to furnish anything in this line. There are ample, well-lighted hallways, two large parlors and a comfortable sitting room. On both floors are located toilet rooms and baths, with hot and cold water. A piano is at the disposal of the dormitory students. The dormitory is under the supervision of an experienced preceptress, and is in all respects a model home. The location of the building is all that can be desired, either from a sanitary or an esthetic standpoint. Facing the west, it commands an unobstructed view over green fields, bordered with trees, to the Maricopa and Estrella mountains in the distance. The water supply is from the Tempe city water works, and is pumped from a deep well, thus being free from any possibility of contamination, and a chemical examination has shown it to be of superior quality for all purposes.

The boys' dormitory is situated on the campus east of the Training School, and is a two-story brick building of pleasing design. The furnishings are similar to those of the girls' dormitory, and each room is provided with hydrant water, electric light and steam heat. This dormitory is under the direct supervision of a member of the faculty, who resides in the building.

DINING HALL

The new dining hall which was recently erected at a cost of $6,500, is located midway between the dormitories and is a modern brick building, 60 x 85 feet. The dining room is light and airy and of a size sufficient to accommodate 200 boarders. The table furnishings are neat and attractive, and the kitchen is as fully equipped as that of a first-class hotel, and is in charge of an experienced cook. The table board is of excellent quality and well served.

PRINCIPAL'S RESIDENCE

With the rapid increase in attendance and the establishment of dormitories, have come increased demands upon the personal

attention and supervision of the principal. To facilitate the proper performance of these executive duties, the Board has deemed it expedient to erect upon the campus a residence for the use of the principal. This is a neat, two-story brick dwelling of eight rooms, located east of the Main building, well arranged and fitted with modern improvements. Its architectural style is in harmony with that of the other buildings, and it adds in no small degree to the appearance of the group.

HEATING SYSTEM

A central heating plant has been installed at a cost of $15,000. This furnishes steam heat to all the buildings situated on the campus, securing proper regulation of temperature and ventilation without the annoyance and dust attendant upon the use of stoves.

EXPENSES

DORMITORIES.—Board, room, light, heat, etc., are furnished for $16.50 per calendar month and includes all articles and supplies mentioned under "Dormitories." An annual assessment of $3 is levied for renewing such articles and supplies. Non-resident students are required to board and room in the dormitories except those who work for their board, or who can live in the homes of members of the faculty or near relatives. Students who reside in the valley and find it convenient to return to their homes every Friday night may be allowed to board and room outside the dormitories under such conditions as may be approved.

REGISTRATION FEE.—All students of the Normal School, except the pupils of the Training Department, are charged an annual registration fee of $5, payable when they register for the year.

TUITION.—No tuition is charged to students who enter the Normal with the intention of completing a course leading to graduation, either professional or academic. A tuition of $5 per quarter is charged to students who desire to take up work of a special nature without intention of completing either a professional or academic course. No back tuition is collected from students who entered the Normal with the intention of completing a course but who for some unforeseen reason are prevented from doing so.

BOOKS.—The cost of books and stationery varies from $10 to $15 per year. Examination paper, pens, inks, pencils, etc., are furnished to the students without expense.

MILITARY UNIFORMS and GYMNASIUM COSTUMES.—constitute an expense varying according to the taste and vote of the company or class. The uniforms take the place of civilian clothes to a considerable extent.

TERMS.—Dormitory expenses payable monthly in advance. Registration fee payable upon matriculation. Tuition payable quarterly in advance.

APPOINTMENTS.— The right to nominate a pupil biennially is secured to each member of the House and Council of the Legislative Assembly of Arizona, preference to be given for the space of sixty days next after the qualification of said member to pupils of the county from which said member is elected, after which time (no pupil accepting) he may nominate a pupil from any other county of this Terrrltory. No tuition is charged regular students receiving the nomination, but each one pays an annual registration fee of $5.00.

It is greatly desired that the members of the Legislature, respectively, appoint students to the Normal School, as authorized by law, and the County Superintendents and all others interested in supplying the schools of this Territory with well educated and properly trained teachers should recommend to this school persons who desire to become teachers and who give promise of usefulness in that profession.

DEPARTMENTS

The school is organized into two departments—the Normal School and the Training School. The Normal School offers a five-year course to graduates of the eighth grade of the public schools, a two-year course to graduates of a four-year high school course, and a four-year academic course to those who do not desire to pursue the professional course and become teachers.

The Training School is an adjunct to the Normal School proper and is designed to give the members of the Senior class actual practice in teaching. The course articulates with the first-year work in the Normal and comprises the eight grades of the public school course. Students not prepared to enter the Normal School may take some preparatory work in the Training School. Graduates from the training School are admitted to the first year in the Normal School on the same basis as graduates of the public schools.

ADMISSION.

THE NORMAL

Candidates for admission to the Normal department will be required to pass a satisfactory examination. Certificates from an accredited grammar school will be accepted in lieu of such parts of this examination as the faculty may decide.

ADVANCED STANDING

Candidates for advanced standing in the Normal department must convince the faculty that their preparation for any particular subject has been sufficiently thorough to enable them to pursue it profitably. This preparation may be shown either by an examination, by class records in the Normal, or by the certificate of accredited schools

HIGH SCHOOL GRADUATES

Graduates from high schools maintaining a four-years' High School course will be admitted to a special two-year's course. Graduates from such a course will not only receive a diploma which will entitle them to teach for life in the public schools of Arizona, California, and other states, but will entitle them to a maximum of one year's credit on a university course.

TIME OF ADMISSION

Students will find it greatly to their advantage to enter the Normal at the beginning of each semester; but they will be admitted at any time, subject to the above restriction.

GRADUATION

1. In order to receive a diploma from this institution, a student must have attained the age of 18 years.

2. No student shall be admitted to Senior standing who has more than 5 hours' work per week for the year, in addition to the regu lar Senior course or its equivalent.

3. Candidates for graduation must have completed at least one full year's work in this school, and in addition to satisfactory standing in scholarship, must have given satisfactory evidence of a good moral character and the executive ability necessary to the proper management of a school.

4. Students from other institutions applying for Senior standing must have completed a four years' high school course and in addition thereto, must have completed some of the required professional units in a college or normal school, and have had some experience in teaching in the public schools.

5. The diploma entitles the holder to teach in the public schools of the Territory during life without examination. They are also accredited in the State of California and other states.

EXAMINATIONS AND REPORTS

Students shall attend all the required examinations of the year. A standing of seventy-five per cent constitutes a passing grade. This grade is based upon class standing and examinations.

On the same basis, seventy per cent constitutes a conditional grade, and the student may be required to review the subject. A grade below seventy per cent is a failure, and the subject must be taken over again by the student.

The examinations shall be in writing, or partly written and partly oral, and shall be conducted by the instructor in charge. The examinations are held at irregular intervals, without notice to the students, and occupy only the recitation period.

Reports will be made at the end of each quarter to the parents and students, showing the standing in the subjects studied during the quarter.

GOVERNMENT

The endeavor of the faculty is to enforce strict discipline in all departments of the school, the aim being to secure this by an appeal to the honor of the student; but in case of failure to secure the desired end in this way, the faculty will not hesitate to enforce prompt obedience to all rules and regulations. Those who do not conform cheerfully to all requirements will be permitted to withdraw or be dismissed from the school.

LIBRARY AND READING ROOM

The school offers to students the advantages of a conveniently arranged and well-lighted library and reading room on the first floor of the Main Building. The shelves contain a good working selection of standards in history, science, professional and general literature, educational reports, government reports, encyclopedias and other reference works. The professional and historical departments are especially well equipped, making it possible for work in those lines to be conducted on the seminary plan.

The library subscribes regularly for about eighty of the best magazines along literary, professional, scientific and general lines. As volumes of these magazines are completed, they are bound and placed on the shelves as reference books. One hundred and twenty bound volumes of magazines have been added to the library during the past year. Their use is facilitated by a cumulative index furnished by the library.

The total number of volumes is 5,000, and additions are made annually.

The library is classified according to the most approved methods of library science, and is under the direct supervision of a trained librarian whose duty it is to aid the students in their researches and increase their knowledge of how to use the library. A dictionary catalog, arranged alphabetically by author, subject and title, greatly enhances the usefulness of the library. The reading room is open on all school days from 8:30 A. M. to 5:00 P. M.

Following is a list of the periodicals regularly taken for the reading room.

American Journal of Archaeology, American Journal of Philology Army and Navy Register, American Naturalist, American Carpenter and Builder, Atlantic Monthly, American Historical Review, Art Bulletin, American Physical Educational Review, Bookman, Botanical Gazette, Classical Review, Classical Journal, Classical Philology,

Carpentry and Building, Current Literature, Craftsman, Collier's, Chicago Record-Herald, Century, Delineator, Electrical Age, Electrical World, Engineering Magazine, Education, Educational Review, Etude, Edinburgh Review, Forum, Harper's, House Beautiful, Hints, International Studio, Journal of Geography, Journal of Geology, Journal of Philosophy, Psychology and Scientific Methods, Library Journal, Las Novedades (Spanish), Life, Literary Digest, McClure's, Manual Training Magazine, Magazine of History, Musician, Nature, National Geographic Magazine, Magazine of History, National Magazine, Nation, North American Review, Our Times, Outlook, Pacific Monthly, Physical Culture, Political Science Quarterly, Practical Carpenter, Psyche, Pathfinder, Pedagogical Seminary, Popular Educator, Primary Education, Popular Science Monthly, Reader, Review of Reviews, Readers' Guide, Success, Sunset, St. Nicholas, School Arts Book, School Review, Scientific American, Scientific American Supplement, School Science and Mathematics, Science, School Music, Scribners, Speaker, Theatre, Technical World, Teachers' Monographs, World Today, World's Work, Western Journal of Education, Woodcraft, Youth's Companion.

LECTURES

In addition to lectures given by the faculty, a series of entertainments of high order, mostly lectures, is arranged each year. They have a been source of great profit and pleasure to the student.

Several good lectures will be provided for the ensuing year.

The frequent appearance of prominent people upon the rostrum at the opening exercises, most of whom favor the students with short, eloquent and instructive addresses, is a pleasant feature of the school.

LITERARY SOCIETIES

There are in the Normal three well organized and well conducted literary societies—the Alpha, Olympian, and Philomathean. Every student of the institution is a member of one of them.

The regular meetings of the societies are held Wednesday afternoon from 3:30 to 4:30, and programs are prepared for public entertainment from time to time during the year.

The regular meetings are conducted according to parliamentary usage, and are designed to acquaint the members with the customs and practices of deliberative bodies, to give an impetus to literary investigation and to develop a talent for literary work, public speaking, and extemporaneous speaking. The members of the faculty are honorary members of all societies. The work of the students in these societies is considered a part of the regular work of the school.

In addition to these regular societies, the young men of the institution have organized a society for the special purpose of practice in debate. The society is known as the Athenian Debating Club, and meets in the Normal building every Wednesday evening.

PUBLICATIONS

THE STUDENT

During the school year the students publish a weekly paper, the "Tempe Normal Student." It aims to report and to stimulate the activities of school life, and is illustrated with half-tones and original drawings by the pupils of the Art department; besides the local news, it contains papers of general interest contributed by the Alumni and others. The publication brings outside friends into touch with the life of the school and is a bond of union between Alumni, parents, and students.

For the past three years the "Student" has offered two medals to the pupils of the Arizona high schools, to be competed for in a declamatory contest held at Tempe in March. These contests have been highly successful in stimulating a beneficial rivalry among the various schools, and the contest has established itself as an annual event.

Following the policy inaugurated at the outset, the managers of the "Student" two years ago offered three silver trophy cups to be competed for in athletics by the various classes. These inter-class athletic contests have contributed something to the general good of athletics at the Normal, and next year the cups will again be competed for in basketball, tennis, and track work.

The editorial staff of the paper is self-perpetuating, three elections being held during the course of the school year. Students are encouraged to write for its columns, and every student has a chance to try for a place on the staff. While the paper serves as an adjunct to the English department, it is primarily a student publication.

THE MUSEUM

The museum occupies a well-lighted room 50 x 20 feet, in the second story of the Science building. This feature of the equipment is as yet in a formative stage, though it already contains a set of typical minerals, and a fair-sized collection of representative minerals of Arizona, as well as consideralbe material for illustration in the department of natural science. It is intended to make the museum an educative feature by arranging collections of material for use in the nature study and goegraphy work in the Training School. Many valuable additions to the collections have been received from time to time from friends of the institution.

PRIZES

The Kingsbury Senior Assistance Fund, established by Mr. W. J. Kingsbury of Tempe, provides in a most liberal way for the needs of worthy students who find themselves unable to pursue their studies by reason of a lack of means. The established fund is restored annually by Mr. Kingsbury to the amount of three hundred dollars. While the fund is primarily for the aid of Seniors, yet any student of the Tempe Normal School can, at the recommendation of the faculty,

draw upon the fund as a loan. The establishment of this means of assistance is indicative of the general feeling of the community toward earnest, worthy students.

The Moeur medal, for scholarship, offered by Dr. B. B. Moeur, of Tempe, is awarded each year at commencement to that student who has obtained the highest standing in class work during the two years immediately preceding graduation. The winning of this prize has always been considered one of the greatest honors open to the Normal students.

The Athenian Debating Club offers three gold medals annually as prizes for excellence in essay, declamation, and oration. The medals are competed for by the members of the regular literary societies during commencement week.

The Harvard Club of Arizona offers to the Seniors of the school a medal for the best essay on some topic connected with Arizona, the subject matter of the essay to be original.

The Alpha Literary society offers three gold medals to its own members for excellence in essay, declamation and oration.

Other prizes will be given during each year to encourage oratorical work in the literary societies and to foster interest in inter-society debates.

THE ALUMNI

This association now numbers 369 members. It holds two regular meetings each year and an annual banquet the day after commencement.

It is confidently believed that all the graduates of this school will manifest a lively interest in its wellfare. Their influence on the schools of the Territory is already plainly seen, and will doubtless increase. The faculty desires to be informed of the success of the graduates, and also to render them professional assistance as far as possible.

It is the desire of the principal to know the permanent address of each one who has been graduated from the Normal School. Any change in residence or occupation, if made known, will be properly recorded. A mistake of any kind will be cheerfully corrected as soon as attention is called to it.

TEACHERS' BUREAU

The faculty do not wish to be understood as agreeing to furnish employment for their students upon graduation, but feel warranted in saying that they have many opportunities of recommending teachers to good positions, and they are pleased to do so, thereby rendering a service mutually helpful to their students and to school officers.

The Principal of this school when requested, will take pleasure in furnishing to school officers accurate information in regard to the fit-

ness of students and alumni of this school to teach; also, when desired, will put them in communication with teachers seeking employment. In order to be able intelligently to recommend a teacher to a position, it is necessary that the Principal be in possession of a full, detailed statement of the requirements of that position and of its surroundings.

CORRESPONDENCE

All correspondence in regard to the management of the school, expense of living, conditions of admission, etc., and all applications for catalogues and announcements, should be addressed to the Principal of the Normal School of Arizona, Tempe, Arizona.

Those who have decided to attend the Normal should write to us stating when they will arrive, so that we may meet them at the train. If you do not know upon what train you will arrive, and there is no one to meet you, come to the Normal building.

VISITORS

Visitors are made welcome at all times. Teachers, clergy, and educators are especially invited.

We are also pleased to see patrons of the school, and are glad to have visitors at our morning exercises, which commence at 9 o'clock.

The school belongs to the Territory; show your interest in it by paying it an occasional visit.

REGISTER FOR 1908–09

NORMAL DEPARTMENT

Alexander, Don. . . Pima Agency
Alexander, Florence . . "
Alexander, Marie . . . . . Tempe
Armitage, Ethel. . . . . Benson
Axtell, Elizabeth . . . . . Tombstone
Babbitt, Zelma . . . . . Mesa
Barr, Hazel . . . . . Phoenix
Belknap, Carroll . . . . Wickenburg
Bell, Emma . . . . . Bismarck, N. D
Bell, Zollie . . . . . Douglas
Billingsley, Ethel . . . . . Clifton
Blake, Parley . . . . . Tempe
Blakely, Isabel . . . . . Kingman
Blome, Harold . . . . . Tempe
Blome, Maurice . . . . . Tempe
Blount, Anna . . . . . Tempe
Bond, Eliza . . . . . Mesa
Braly, Inez . . . . . Prescott
Breedlove, Fannie . . . . . Phoenix
Bryant, Lillian . . . . . Phoenix
Buck, Vera . . . . . Tempe
Calkins, Francis . . . . . Phoenix
Carrol, Hazel . . . . . Mesa
Carroll, Anna . . . . . Prescott
Carter, Cortlandt . . Walnut Grove
Carter, Glenna . . . . Walnut Grove
Carter, Marcia . . . . . Phoenix
Casanega, Anna . . . . . Calabasas
Casanega, Nellie . . . . . Calabasas
Cave, Lillian . . . . . Tempe
Chase, Carl . . . . . Hiawatha, Kas
Chatham, Jesse . . . . . Nogales
Chilson, Bessie . . . . . Tempe
Clarke, Nellie . . . . . Morenci
Cohen, Rachel . . . . . Douglas
Cole, Lena . . . . . Tempe
Cole, Maude . . . . . Tempe
Cole, Rita . . . . . Tempe
Coleman, Amelia . . . . . St. Johns
Conroy, Olive . . . . . Tempe
Cooke, Ercel . . . . . Globe
Corbell, Mary . . . . . Tempe
Corbell, Paul . . . . . Tempe
Cornelius, Carlos . . . . . Globe
Cornell, Hazelle . . Cananea, Mex.
Cox, Loreen . . . . . Jerome
Craig, Edward . . . . . Texas
Crawford, Abbie . . . . . Douglas
Critchley, Daniel . . . . . Tombstone
Crook, Pearl . . . . . Tempe
Crouse, Ruth . . . . . Holbrook
Cuber, Leo . . . . . Mesa
Culley, Edith . . . . . Tucson
Cummings, Lucy . . . . . Tempe
Cummins, Blanche . . . . . Tempe
Cunningham, Katherine . . Bisbee
Curtis, Elsie . . . . . St. David
Curtis, Zina . . . . . Thatcher
Daggs, Jennie . . . . . Williams
Davis, Vesta . . . . . Eugene, Ore
Diaz, Antonia . . . . . Solomonsville
Dickinson, Jessie . . . . . Tempe
Dickinson, Meda . . . . . Tempe
Dichtenmiller, Lena . . . . . Clifton
Dines, Flossie . . . . . Tempe
Doherty, Edith . . . . . Nogales
Dorris, Lee . . . . . Colorado
Dorsett, Pearl . . . . . Marion, N. C.
Dunlap, Mary . . . . . Douglas
Dykes, John . . . . . Mesa
Dykes, Leonard . . . . . Mesa

Ellis, Dora Jean....Pima Agency
Everett, George.....Duquesne
Farrell, May.....Harshaw
Fellows, William.....Tempe
Fike, Aura.....Naco
Finch, Lora.....Tempe
Fitzgerald, May....Solomonsville
Francis, Marvine.....Flagstaff
Gardner, Mary.....Los Angeles
Gilleland, Millicent.....Tempe
Godley, Ida.....Snyder, Texas
Goodfellow, Lillias.....Pine
(Natural Bridge)
Goodwin, Leona.....Tempe
Gordon, Ernna.....Phoenix
Griffen, Horace.....Tempe
Haby, Romeo....Willcox
(Garden Ranch)
Halbert, Jackson.....Ray
Halleck, June.....Signal
Hanna, Martha.....Yuma
Hanson, Wiley.....Tempe
Harbeson, Nina.....Tombstone
Harmon, May.....Tempe
Harmon, Pansy.....Tempe
Harmon, Zenobia.....Mesa
Harris, Nellie.....Tempe
Hart, Mildred.....Bisbee
Hayden, Augusta.....Scottsdale
Hayes, Lucretia.....Phoenix
Heaton, Hazel.....Show Low
Hendrix, Bertrande.....Tempe
Hilligass, Pearl.....Payson
Holmesley, Hallie.....Tempe
Houske, Magna....Ashby, Minn.
Hudlow, Ulah.....Hillside
Irvine, Veronica.....Phoenix
Jennings, Arthur.....Safford
Johnson, Harold.....Globe
Johnston, Edith.....Tempe
Johnston, Kenneth.....Tempe
Jones, Lucy.....Wickenburg
Jordan, Bradley.....Indianapolis
Jungermann, Albert.....Tempe
Jungermann, Otto .....Tempe
Kane, Ralph.....Phoenix
Keating, Lulu.....Bisbee
Keating, Mary.....Florence
Kilsby, Mae.....Clifton
Kindred, Evelyn.....Bisbee
King, Willie.....Patagonia
Kittle, Grace.....Globe
Kittle, Ruth.....Globe
Lacy, Alice.....Solomonsville
Larson, Nathaly.....Bisbee
Larson, Robert.....Bisbee
Leavell, Marjorie.....Tempe
Lee, Ivy.....Phoenix
Lloyd, Jessie.....Morenci
Lorona, Eliza.....Florence
Lyall, Emma.....Phoenix
Lynch, John.....Kelvin
McComas, Ruth.....Tempe
McCord, Carrie.....Myrtle
McDonald, Mary.....Prescott
McDonough, Arthur.....Prescott
McGill, Laura.....Tombstone
McKay, May.....Congress
McKay, Nettie.....Congress
McNeley, Allene.....Phoenix
McNulty, Frances.....Tempe
Marks, Fannie.....San Diego
Martin, Henrietta.....Clifton
Maurel, Anthoney.....Globe
Meskimons, Lillian.....Tempe
Meskimins, Lucile.....Tempe
Meyer, Mabel.....Tempe
Michelena, Trinidad, Solomonsville
Miller, Emma.....Tempe
Miller, Rose T.....Tempe
Millet, Neoma.....Mesa
Moore, Eunice.... Crystal. N. M.
Morris, Joseph.....Mesa
Mullen, Edith.....Tempe
Mullen, John.....Tempe
Mullen, Lois.....Tempe
Nash, Lucy.....Globe
Nash, William.....Globe
Painter, Juanita.....Tempe
Parry, Katherine.....Tempe
Partch, Paul.....Benson
Passey, Viola.....Mesa

Pearce, Zetta.....Mesa
Peart, Dan.....Casa Grande
Perry, Agnes.....Tempe
Perry, Altha.....Kingman
Perry, Ivy.....Bisbee.
Pickrell, Charles.....Phoenix
Pickrell, William.....Phoenix
Pieper, Emma.....Payson
Pine, Clarence.....Tempe
Prewitt, Fletcher.....Bowie
Priest, Annie.....Tempe
Priest, Lourdes.....Tempe
Quinn, Jean.....Tempe
Rabinnovitz, William.San Carlos
Rea, Jessie.....San Francisco
Richards, Ethel.....Tempe
Rieckhoff, Fred.....Tempe
Robbins, Irene.....Tempe
Robbins, Ruth.....Tempe
Robertson, Dorris.....Globe
Robertson, Lillian.....Globe
Robinson, Gladys.....Mesa
Rock, Ada...Morning Sun, Iowa
Rodger, Theadora...Los Angeles
Rodgers, Emily..... Prescott
Rogers, Bea.....Mesa
Rogers, Drua.....Mesa
Rogers, Elva.....Mesa
Rogers, Mabel.....Mesa
Rogers, Norma.....Mesa
Rouse, Charles.....Mesa
Rush, Berry.....Placerita
Rush, Ovillah.....Placerita
Sanders, Mary.....Ft. Thomas
Schmidt, Irma.....Tempe
Schoshusen, Flora.....Tempe
Sheldon, Joe.....El Paso, Texas
Shew, Edna.....Walnut Grove
Shivers, Kate.....Solomonsville
Shivers, Maude....Solomonsville
Sirrine, Ethel.....Mesa
Sirrine, Maud.....Mesa
Smith, Helen.....Patagonia
Snyder, Mamie.....Glendale
Snyder, Myrtle.....Bisbee
Solomon, Madge.....Cline
Spear, Lola.....Tempe
Standage, Earl.....Mesa
Stayton, Lillian.....Humboldt
Stewart, Marie.....Tempe
Stewart, May.....Tempe
Stewart, Norton.....Mesa
Stewart, Olin.....Mesa
Stoker, Ross.....Chicago
Studley, Florence.....Bisbee
Stukey, Mae.....Walker
Sturgeon, Beulah.....Tempe
Sullivan, Jay.....Yuma
Sund, Aaron.....
.....Newman Grove, Neb
Sweeten, Delia.....Willcox
Swiggett, Charles.....Phoenix
Sydnor, Arthur.....Globe
Terrell, Mary.....Clifton
Thew, Flora.....Tempe
Thomas, Frank.....Globe
Tompkins, Ruby.....Phoenix
Tong, Anna.....Bisbee
Tong, Maud.....Bisbee
Treat, Gussie.....Flagstaff
Tucker, Nettie.....Tempe
Turner, Will.....Tempe
Turner, Eva.....Tempe
Turner, Mary.....Tempe
Turner, Ruth.....Tempe
Vanderwalker, Lulu.....Tempe
Waddill, Beulah.....Safford
Waddill, Laveda.....Safford
Wagnon, Ira.....Casa Grande
Walsh, Aileen.....Gila Bend
Warner, Edith.....Tempe
Warner, Grace.....Tempe
Waterhouse, Jessie.....Tempe
Webb, Mabel.....Roosevelt
Welborn, Lela.....Phoenix
Westover, Charles.....Tempe
Wheeler, Wilber..Del Rio, Texas
White, Arthur.....Bisbee
Wilcox, Georgia.....Tombstone
W ndes, Eustace...Mercer, Tenn
Woolf, Irene.....Tempe

TRAINING DEPARTMENT.

Aiton, Nancy
Alexander, Cecil
Alexander, Enid
Benetes, Angelita
Benetes, Jose
Benetes, Pedro.
Blount, Alma
Blount, Marie
Blount, Paul
Blount, Raymond
Brady, Forest
Brewester, Helen
Brewster, Olive
Calkins, Dorothe
Calkins, Edith
Calkins, Margaret
Carter, George
Chase, Iola
Chase, Ruth
Chilson, Charles
Chilson, Edna
Chilson, Warren
Chilson, Wilmirth
Cole, Annie
Cole, Charles
Cole, Lewis
Cole, Lois
Cole, Roy
Cole, Ruth
Coleman, Knell
Coleman, Willamelia
Corbell, Beulah
Corbell, Ethel
Corbell, Mabel
Corbell, Victor
Crafts, Lowell
Crause, Elwood
Crofut, Mabel
Crofut, Viola
Crook, Lanier
Crook, Veiva
Daggs, Charles
Daggs, Mary
Dobbie, Searles
Ewing, Mary Eleanor
Fisk, Louise
Ford, Dean
Ford, Vera
Frizzell, Florence
Frizzell, Stella
Flummerfelt, Percy
Galas, Carmen
Galas, Elisa
Galas, Miguel
Galas, Petra
Geach, Frances
Goodwin, Gordon
Hall, Frank
Hanson, Lucy
Harmon, Tom
Harmon, Zenobia
Herzberg, Frances
Haulot, Helen
Holmes, Harriett
Hudlow, Oscar
Imperial, Amalia
Imperial, Mercedes
Ivester, Dewey
Ivester, Flora
Ivester, Florence
Ivester, Oren
Johnston, Dorothy
Johnston, Janet
Johnston, Helen
Jordon, Seas
Kirkpatrick, Earl
Kirkpatrick, Helen
Kirkpatrick, Robert
Knight, Alice
Laney, Grant
Laney, Mabel
Lohman, Henry
Lovett, Julia
Manly, Mildred

Matley, Welcome
Meyer, Albert
Meyer, Carl
Meyer, Harry
Meyer, Margaret
Miller, Anna
Miller, Annie
Miller, Floyd
Miller, Gussie
Miller, Horace
Miller, Nellie
Mullen, Kenneth
Mullen, Teddy
Mullen, Thaddeus
Murchison, Dan
McGrath, Pearl
McLennan, Kenneth
Noriega, Beatrice
Osborn, Mary
Oviedo, Rosa
Oviedo, Marguerita
Oviedo, Susie
Quinn, Katherine
Robertson, Alleen
Roberts, Clara
Roberts, Bernard
Roberts, Irvin
Robbins, Dick
Romo, Rita
Romo, Roverto
Ruiz, Joe
Ruiz, Josie
Ruiz, Mary
Rush, Bruce
Rye, Robert
Salyer, Bee
Seals, Irwin
Seals, Neva
Simmons, Linton
Sipprell, Earl
Surface, Henry
Stewart, Jeb
Spangler, Ruth
Spangler, Lulu
Spangler, Lola
Taylor, Raymond
Teeter, Earl
Teeter, Glen
Teeter, Eva
Teeter, Sam
Thatcher, George
Thatcher, Tom
Tong, James
Tong, Raymond
Trent, Barney
Tucker, Elyott
Tucker, Myrtle
Urkhart, Donald
Uvez, Carmelita
Uvez, Frances
Uvez, Manuel
Van Ostrand, Barbara Ray
Walker, Marjorie
Watson, Ernest
Webb, Norma
Westover, Stella
White, Elvin
White, Garland
Williams, Hazel
Williams, Harry
Williams, Myrtle
Williams, Suisie
Windes, Leldon
Woods, Stanley
Young, Ward
Zimmerman, Erdene
Zimmerman, Erma
Zimmerman, Wesley

SUMMARY OF REGISTRATION.

Normal Department	251
Training Department	172
Total	423

ALUMNI REGISTER.

CLASS OF 1887

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Etta Broomell (Mrs. J. Webster Johnson)	Four Years	Los Angeles, Cal.
Georgia A. Holmesley	Twelve Years	Clifton
Reese M. Ling (Distric Attorney, Yavapai County)	Two Years	Prescott
Colonel James H. McClintock	Five Years	Postmaster, Phoenix
Gertrude Pomeroy *	Five Years	

CLASS OF 1888

Kate Cummings (Mrs. Fisher Bailey)	Five Years	Tempe
Martha Sears *	Five Years	
Henry Q. Robertson	Nineteen Years	Tempe

CLASS OF 1890

Nanna Brown (Mrs. John Knight)	Three Years	Tempe
Lena Coughran (Mrs. J. M. Sears)	One Year	Tempe

CLASS OF 1891

Lee Gray, LL. B. (Yale, 1893) (Attorney)		Los Angeles, Cal.
Josephine Frankenberg	Five Years	Tempe

CLASS OF 1892

Lillian J. McAllister		Los Angeles Cal.
Victoria B. Shaw (Mrs. Geo. K. Smith)	Two Years	Tucson

CLASS OF 1893

Mamie Anderson (Mrs. J. E. Boyd)	Four Years	Wickenburg
Agnes Halbert		
W. I. Melton	Ten Years	Toluca, Cal.
Lidia Rembert	One Year	San Francisco, Cal.
Mary Wingar (Mrs. Harry Archibald)	Eleven Years	Pasadena, Cal.
Chas. C. Woolf, LL. B., (Univ. of Colo.) (Attorney)		Tempe

CLASS OF 1894

Myrtle Alpin (Physician at Napa Insane Asylum)	One Year	East Highland, Cal.
Joseph T. Birchett	One Year	Tempe
Addine Bury (Mrs. Ira Reedy)	Nine Years	La Cananea

*Deceased.

NAME	TIME DEVOTER TO TEACHING	P. O. ADDRESS
Nettie Clay	One Year	Tempe
(Mrs. Ashby Hawes)		
Agnes Dobbie	Ten Years	Mesa
(Mrs. J. D. Loper)		
Allie Gray	Nine Years	El Paso, Texas
(Mrs. Joe Sparks)		
Leroy F. Hill		Birmingham, Ala.
Mary E. McNeill	Thirteen Years	Tempe
John Metz	Six Years	Tucson
Blanche Newell	Eleven Years	Mesa
Rosina Pomeroy	Six Years	Mesa
Ella Saunders	Two Years	Shumway, Miss.
(Mrs. Louis Cordon)		
Anna R. Stewart	Ten Years	Tempe
Ida W. Woolf	Six Years	Tempe
(Mrs. A. J. O'Connor)		

CLASS OF 1895

Mariam Andersn	One Year	Wickenburg
(Mrs. M. A. Davenport)		
John R. Brichett	Two Years	Tempe
John J. Carroll		Tempe
Carrie Culver	Twelve Years	Corona, Cal.
Lottie Gibson	Two Years	Tempe
(Mrs. R. L. Mullen)		
Allie Holmesley	Six Years	Pima
(Mrs. Josiah Williams)		
J. Wallace Morse	Two Years	St. Louis, Mo.
Chas. P. Mullen	Two Years	Tempe
Roscoe Walsworth, LL. D. (Harvard University '05)		Boston
Maude J. Welcome	Four Years	Tucson
(Mrs. Hudson Searles)		
Bertha Wilson	Twelve Years	Tempe
E. Stanley Windes	Six Years	Santa Ana, Cal.
(Mrs. Dr. Metzgar)		

CLASS OF 1896

J. Lawrence Abell	One Year	Tucson
Nellie E. Culver	Eight Years	Imperial, Cal.
(Mrs. Roy Frankenberg)		
Don J. Frankenberg	One Year	Tempe
Nott E. Guild		Red Rock
Florence G. Hanna	Four Years	Tempe
(Mrs. J. B. Flummerfelt)		

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Carl T. Hayden	Sheriff Maricopa Co.,	Tempe
Jane M. Hedgepeth	Eleven Years	Phoenix
Lewis G. Hedgpeth	Eleven Years	Phoenix
Georgia A. Hendrix (Mrs. L. C. Austin)	Three Years	Nordheim, Texas
Amina W. McNaughton (A. B. 1898)	Eleven Years	Pasadena, Cal.
Deborah I. Morris (Mrs. Doane Merrill)	Two Years	Benson
Julia R. Nichols (Mrs. B. C. Calhoon)	Five Years	Tempe
Bertha M. White (Mrs. Reese)	Eight Years	Bisbee
Roy Frankenberg		Imperial, Cal.

CLASS OF 1897

May A. Austin (Mrs. William M. Goodwin)	Two Years	Tempe
Julius G. Hansen		Los Angeles, Cal.
Adele Hauxhurst	Ten Years	Redondo, Cal.
May C. Huffer (Mrs. Bondhower)	Two Years	Globe
Jane P. Martin (Mrs. Verner A. Vanderhoof)	Two Years	Scottsdale
Ana M. Miller (Mrs. L. D. Yeager)	Three Years	Phoenix
Clara M. Miller * (Mrs. Z. M. Zander)	Seven Years	
Flora L. Mills *	Eight Years	
J. Oscar Mullen	Seven Years	Postmaster, Tempe
Ada M. Peyton (Mrs. William Dodenhoff)	One Year	Phoenix
Mary C. Robinson (Mrs. W. J. Bowen)	Two Years	Mesa
Lucy M. Schwarz	Nine Years	Mesa
Addie Sirrine (Mrs. Ellis Johnson)	Five Years	Mesa
Verner A. Vanderhoff	Four Years	Scottsdale
Walter S. Wilson	Ten Years	Phoenix
Alice B. Windes	Eleven Years	Santa Ana, Cal.

CLASS OF 1898

Edith R. Abeil (Mrs. Dr. Drane)		Mesa
Mary C. Bosbyshell (Mrs. Chas. Rhone)	One Year	Douglas

*Deceased.

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Flora N. Cohn	Ten Years	Los Angeles, Cal.
Elizabeth W. England *	Two Years	
Louie V. Gage (Mrs. Dr. Dennett)	Three Years	Silver Bell
Una B. Hanna (Mrs. E. G. Decker)	Three Years	Kingman
J. Wesley Hill	Two Years	Tempe
Olive J. Maxwell (Mrs. C. A. Stewart)	Five Years	Los Angeles, Cal.
Florence A. McKee (Mrs. Chas. Arnold)	Four Years	Phoenix
Julia E. Melton	Seven Years	Downey, Cal.
Mary R. Moore (Mrs. J. T. Hood)	One Year	Bisbee
Ethel M. Orme (Mrs. E. W. Lewis)	Four Years	Phoenix
Charlotte E. Perry (Mrs. Homer Redden)		Long Beach, Cal.
William R. Price		Phoenix
Clyde A. Stewart	One Year	Los Angeles, Cal.
Ida Warren Swiggett (Mrs. Van Kirk)	Nine Years	Phoenix
Walter H. Wilbur		Banker, Tempe

CLASS OF 1899

Garnett, Allison	Three Years	Mesa
Bessie Frances Archbald	Eight Years	Los Angeles, Cal.
Eva L. Bowyer (Mrs. E. N. Jenkins)	Five Years	El Paso, Texas
Luttie Marion Carlyle	Five Years	San Bernardino, Cal.
Nella E. Clark (Mrs. A. M. Harmer)	Two Years	Tempe
Robert O. Duncan	Six Years	Phoenix
Inez B. Fisher (Mrs. T. A. Collins)	Seven Years	Phoenix
Jessica Frazier	Seven Years	Denver, Col.
Martha Garnett	Eight Years	Phoenix
Garfield A. Goodwin		Tempe
Lena Rivers Hartsfield (Mrs. Will Payne)	Six Years	Tucson
Ella Leota Hauxhurst (Mrs Harry Galliver)	Six Years	Phoenix
Harry G. Hendrix	Five Years	Globe
Benjamin E. Hicks		Globe
Margaret Beatrice Hughes	Six Years	Weir City, Kansas

*Deceased.

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Frank R. Kellner	Two Years	El Paso, Texas
(Mrs. J. Baxter Lewis)		
D. Maude Lincoln	Four Years	Douglas
(Mrs. A. C. Lockwood)		
Alice A. Morse	Seven Years	Seattle, Wash.
Lillian M. Murray		Los Angeles, Cal.
(Mrs. Irving Andrews)		
Grace Newell		Roosevelt
(Mrs. Guy Collins)		
Edna A. Ozanne	Three Years	Phoenix
(Mrs. Walter S. Wilson)		
L. Clay Henshaw	Two Years	Phoenix
(Mrs. Ed. Bowers)		
Zebulon Pearce	Seven Years	Mesa
Minnie A. Perry *	Two Years	Cordes
(Mrs. Joe Bassett)		
Madge P. Richmond	Five Years	Phoenix
(Mrs. Oscar Roberts)		
Gilbers States, M. D.	Three Years	Franklin ,Idaho
Ida W. Temple	Five Years	Benson
(Mrs. E. C. Piper)		
Ruby M. Tucker	Four Years	Tempe
(Mrs. Chas. Woolf)		
Lillian A. Vaughn	Two Years	Benson
(Mrs. J. Dunbar)		
Emma Peyton	Four Years	Manila, P. I.
(Mrs. Geo. Swindel)		
Mary Malvina Wallace	Five Years	Bisbee
(Mrs. A. W. Woods)		
Veronica White	Eight Years	Bisbee
Lulu Belle Wingar	Four Years	Pima
(Mrs. Dr. R. R. Root)		

Owing to the action of the Board in extending the course of study, no class was graduated in 1900.

CLASS OF 1901

Noble Carter	Two Years	Manila, P. I.
Alma Morgan Davis	Two Years	Leorine, Idaho
Ailce A. Fultz	Two Years	Prescott
(Mrs. Archambeau)		
Hattie M. Green	Three Years	Phoenix
(Mrs. Henry Lockett)		
Edna Lucy Greenleaf *	Two Years	
Dean Ely Godwin	Two Years	Ann Arbor, Mich
Minnie A. Hill		Phoenix
Elizabeth India Hedgpeth	Seven Years	Phoenix

*Deceased.

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Josephine K. Hottinger	Four Years	Santa Rosa, Cal.
(Mrs. Jessie Bunk)		
Perla E. Martin	Two Years	Bisbee
(Mrs. Ed. Halderman)		
Eleanor Atlee Merriam	Seven Years	Phoenix
Mary Emma McNulty	Seven Years	Tempe
Helen Marion Stewart	Two Years	St. David
(Mrs. Ellis Wilcox)		
Elizabeth Schwarz	Four Years	Mesa
(Mrs. Jones)		
Serretta Anne Sirrine	Seven Years	Fallon, Nev
(Mrs. Clarence Paddock)		
Charles Albert Stauffer		Phoenix
Ethel M. Wilbur		Mesa
(Mrs. W. Dorman)		
L. Grace Webb	Seven Years	Mesa

CLASS OF 1902

Alice B. Appleby	Three Years	Douglas
(Mrs. H. Wagnon)		
Rachel Brady	One Year	Tempe
(Mrs. Levi Walker)		
Jessie F. Creager	Three Years	Los Angeles, Cal.
(Mrs. J. Kelly)		
Florence C. Ford	Six Years	Prescott
J. H. Gerard	Three Years	Phoenix
Leona L. Gibson	Six Years	Whittier, Cal
Grace M. Godwin	Two Years	Santa Rosa, Cal.
Charles A. Haigler (Univ. So. Cal.)		Los Angeles, Cal.
Victoria F. Harmon	Six Years	Tempe
Leona M. Haulot	Six Years	Tempe
Clara W. Johnson	Six Years	Phoenix
D. D. Jones	Five Years	Mesa
Orren C. Jones	Six Years	Thatcher
Stella F. Ross	Six Years	Mesa
Mary J. C. Snyder	Two Years	Bumblebee
(Mrs. Kendrick)		
Orpha C. Standage	Three Years	Mesa
(Mrs. O. Babbitt)		
Edith F. Stewart	Five Years	Bisbee
(Mrs. J. Lane)		
Harry R. Trussler, LL. D., Class '06, One Year		De Land, Fla.

CLASS OF 1903

Charles Alexander	Four Years	Tempe
Raymond H. Alexander	Four Years	Lee Summit, Mo

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Elizabeth Cozner	Five Years	Tempe
Alice Curnow	Five Years	Tempe
E. Murray Curnow		Bisbee
Lelia Hicks (Mrs. Thomas Long)		Livingstone
Rose Irene Hottinger	Five Years	Oakland, Cal.
Janie Izora Irvine (Mrs. J. M. Lindsey)		Sunnyvale, Cal.
Ida May Johnson (Mrs. Ira H. Frankenberg)	Four Years	Tempe
Emma Laura King * (Mrs. Alma Davis)	One Year	
Mamie Gertrude King	Five Years	Phoenix
Lynn M. Laney		Univ. Cal., Berkeley
Ina Lucinda Listebarger (Mrs. J. Randolph Hamlin)		618 Gail St., Los Angeles
Clarence Mark Paddock		Fallon, Nev.
George Reed	Four Years	San Diego, Cal.
Elmer F. Ruse	One Year	Mesa
Orrin L. Standage	Five Years	Mesa

CLASS OF 1904

Deborah Allen	Four Years	Mesa
Rebecca Allen (Mrs. O. A. Phelps)	Two Years	Mesa
Winnifred E. Allison (Mrs. Johns)	Two Years	England
Fannie Armitage	Four Years	Benson
Helen Axtell	Four Years	Tombstone
Ernest Corbell	Four Years	Los Angeles, Cal.
Grace Culver	Four Years	Los Angeles, Cal.
Lucy Cummings (Mrs. J. F. Warner)	One Year	Washington, D. C.
Mabel Goldsworthy (Mrs. Fred Kenny)	One Year	Bisbee
Alice Grier	Four Years	Phoenix
Adelaide Kindred (Mrs. O. C. Fouse)	Three Years	Bisbee
Louise Lynd	Four Years	Tempe
Sallie Miller (Mrs. Paul Seitz)	Two Years	Lordsburg, N. Mex.
Mary Millet	Four Years	Tempe
Charlotte Mullen	Four Years	Tempe

* Deceased

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Getha Munds	Two Years	Camp Verde
(Mrs. A. A. Benedict)		
Jennie Munds	One Year	Camp Verde
(Mrs. David Wingfield)		
Della Penn	Four Years	Santa Monica, Cal.
Ida Penn	Four Years	Santa Monica, Cal.
Pansy Robbins	Four Years	Tempe
Marion Thomas	Four Years	Yuma
Everett Wilbur	One Year	Tempe
Maude Wilson	Four Years	Tempe

CLASS OF 1905

Florence Armitage	Three Years	Fairbank
Jessie Blake	Three Years	Tempe
Jessie Clark	Three Years	Benson
Mattie Corbell	Three Years	Show Low
(Mrs. Harry Brown)		
Alice DeForest	Three Years	Troy
Nellie Duncan	One Year	Mesa
(Mrs. Everett Wilbur)		
Frank Dykes	Three Years	Clifton
Alice Greenleaf	Three Years	Yuma
(Mrs. Francis Byrne)		
Ione Greenleaf	Three Years	Yuma
Edgar Hendrix	Reclamation Service,	Browning, Mont.
Frank Hough	Reclamation Service,	Fallon, Nev.
Alma Jones	Three Years	Mesa
Laverna Loss ng	Three Years	Phoenix
Bertha Lyall	Three Years	Phoenix
Ina McComas	Three Years	Tempe
Helen MacIntyre	Two Years	Phoenix
Mary Mullen	Three Years	Douglas
Elma Pulsifer	Two Years	Roosevelt
(Mrs. Cone Webb)		
Margaretha Schwarz	Three Years	Mesa
Harry Van Noate		Los Angeles, Cal
Vessa Wright	Three Years	Bisbee

CLASS OF 1906

Laura Agnew	Two Years	Tempe
Mabel Anderson	Two Years	Bracketville, Texas
(Mrs. John F. Dooley)		
Harry Brown	Two Years	Tempe
Mamie Cain	Two Years	Prescott

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Clara Clem (Mrs. Norman P. Palmer)	Two Years	Camp Verde
Eula Clem (Mrs. W. H. Dougherty)	One Year	Wickenburg
Delila Carrol (Mrs. W. F. Drew)	Two Years	Mesa
Maud Collins (Mrs. Elmer Redden)	One Year	Benson
Alma Cowen	Two Years	Bisbee
Iva Cox	Two Years	Tausred, Cal
Olivia Doherty	Two Years	Nogales
Ethel Doherty	One Year	Nogales
Harriet Gaddis	Two Years	Clifton
Genevieve Gerald	Two Years	Globe
Ada Halderman	Two Years	Dragoon
Alma Harris (Mrs. Merton Stewart)	One Year	Tempe
Hazel Hendrix	Two Years	Clifton
Alta Holmes	Two Years	Phoenix
Clifford Johnston	Two Years	Tempe
Bertram Jones	Two Years	Mesa
Rollin Jones	Two Years	Mesa
Reinhold Jungerman	One Year	Univ. Cal., Berkeley
Mabel Kemp (Mrs. A. C. Duffy)	One Year	Vail
James King	Two Years	Phoenix
Annes Keating (Mrs. Fred C. Ayer)	One Year	Tempe
Karl Leebrick	Two Years	Covina, Cal
Lucy Leftwich	Two Years	Jerome
Anna Mattehews	Two Years	Tempe
Carrie Marlar (Mrs. G. Bright)		Phoenix
Marina Priest	Two Years	Tempe
Clarence Standage		Mesa
Jean Standage (Mrs. Don Le Baron)	One Year	Mesa
Sadie Stauffer (Mrs. F. W. Griffen)	Two Years	Tempe
Bertha Stewart	Two Years	Mesa
Mary Stilwell	One Year	Phoenix
Elizabeth Ullman	Two Years	Morenci
Hester Wallace	Two Years	Bisbee
Gladys Wright (Mrs. Bertran Jones)	Two Years	Mesa

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
CLASS OF 1907		
Kathyrn Barnett	One Year	Los Angeles, Cal.
Frankie Bellamy	One Year	Superior
Helen Benedict	One Year	Tombstone
Helen Blome		Canal Zone
(Mrs. Norman Windes)		
Stella Brown	One Year	Long Beach, Ca
(Mrs. A. Hadsell)		
Rena Cole	One Year	Tucson
Josie Critchley	One Year	Tombstone
Fannie Dobbie	One Year	Mesa
Olive Griffen	One Year	Tempe
Mamie Hadsell	One Year	Phoenix
(Mrs. A. R. Taylor)		
Emma Haulot		Los Angeles, Cal.
(Mrs. Henry Marlette)		
Maud Hayes	One Year	Phoenix
Fred Holmes		Roosevelt, Utah
Genevieve Hubbard	One Year	Phoenix
(Mrs. Frank Petitt)		
Rosa Jaime	One Year	Clifton
Ethel Jones	One Year	Bisbee
Lucy Kenney	One Year	Bisbee
Mary Leavell	One Year	Tempe
Kittie McNichol	One Year	Humboldt
Alice Merritt	One Year	Bisbee
Nelly Murphy	One Year	Tempe
Georgia Quinn	One Year	Tempe
Amelia Rabinnovitz	One Year	Phoenix
Eva Ruse	One Year	Tempe
Lemmie Stauffer	One Year	Glendale
Maud Stewart	One Year	Tempe
Edna Stobbs	One Year	Phoenix
Palmyra Tamborino	One Year	Congress
Carrie Thompson	One Year	Douglas
Sydney Vensel	One Year	Phoenix
Iva Walker		Salida, Col.
(Mrs. Lewis Hallenbeck)		
CLASS OF 1908		
F. Herbert Ballou	One Year	Tempe
May Benson	One Year	Willcox
Mude B. Cummings	One Year	Tempe
Helen Duval	One Year	Phoenix
Iva Easterwood	One Year	Yuma

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Catherine Fitzgerald	One Year	Prescott
Mary Haulot	One Year	Mesa
Johnie Hazelwood	One Year	Douglas
Doctor Jones	One Year	Hubbard
Blanche McKee	One Year	Phoenix
Josephine McPherson	One Year	Tombstone
Lou Marlar	One Year	Phoenix
Harriett Merritt (Mrs. William LePage)		Tempe
Irving Meskimons	One Year	Tempe
Halbert Miller		Tempe
Artemus Millet	One Year	St. David
Maud Perry	One Year	Prescott
Nellie Pine	One Year	Douglas
Gertrude Potts	One Year	Kingman
Inez Robbins (Mrs. Marshall Brown)	One Year	Payson
Della Schall	One Year	Douglas
Belle Stephens	One Year	Phoenix
Nelly Trent	One Year	Mesa
Corinne Van Noate	One Year	Congress Junc.
Nellie Louise White (Mrs. Orrin Standage)	One Year	Mesa
Lottie Wiatt	One Year	Phoenix
Mabel Woolf		Tempe
Sara Hayden	One Year	Pheonix

CLASS OF 1909

Alexander Florence,	Pima Agency	Irvine, Veronica	Phoenix
Armitage, Ethel	Benson	Kane, Ralph	Pheonix
Axtell, Elizabeth	Tombstone	Kindred, Evelyn	Bisbee
Babbitt, Zelma	Mesa	Lloyd, Jessie	Morenci
Bell, Zoll e	Douglas	McDonald, Mary	Prescott
Blakely, Isabel	Kingman	Martin, Henrietta	Clifton
Bryant, Lillian	Phoenix	Perry, Agnes	Tempe
Buck, Vera	Tempe	Perry, Ivy	Bisbee
Carter, Marcia	Phoenix	Pine, Clarence	Tempe
Clarke, Nellie	Morenci	Priest, Lourdes	Tempe
Cohen, Rachel	Douglas	Quinn, Jean	Tempe
Crawford, Abbie	Douglas	Robinson, Gladys	Mesa
Culley, Edith	Tucson	Rock, Ada	Morning Sun, Iowa
Cunningham, Katherine	Bisbee	Rodger, Theadora	Los Angeles
Curtis, Elsie	St, David	Rogers, Bee	Mesa
Curtis, Elzina	Thatcher	Rodgers, Emily Belle	Prescott
Daggs, Jennie	Williams	Rush, Ovillah	Placerita

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Dykes, John		Tempe
Ellis, Dora Jean		Pima Agency
Gardner, Mary		Los Angesel, Cal.
Gilleland, Millicent		Tempe
Harmon, May		Tempe
Harmon, Zenobia		Mesa
Harris, Nellie		Tempe
Hudlow, Ulah		Hillside
Schmidt, Irma		Tempe
Sirrine, Maude		Mesa
Snyder, Mamie		Elmdale, Kas.
Snyder, Myrtle		Bisbee
Studley, Florence		Bisbee
Stukey, Mae		Walker
Turner, Mary		Tempe
Woolf, Irene		Tempe

Total Number of Graduates, 369.

Tempe Normal School

of ARIZONA

VIEWS OF BUILDINGS, GROUNDS,
INTERIORS, ETC.

CLASS OF 1909

TRAINING SCHOOL

GIRL'S DORMITORY

BOY'S DORMITORY

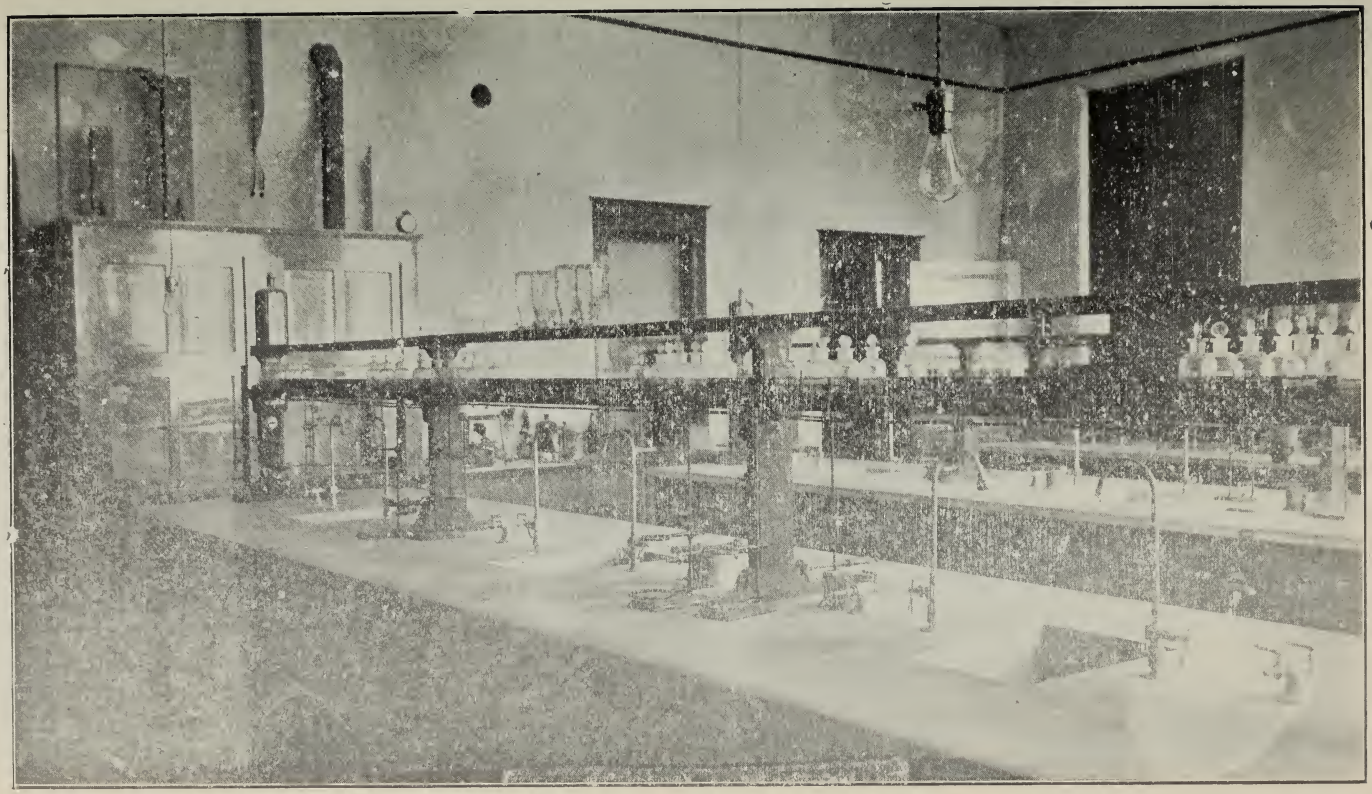
DINING HALL

PRINCIPAL'S RESIDENCE

SCIENCE BUILDING

STAIRWAY MAIN BUILDING

BIOLOGICAL LABORATORY



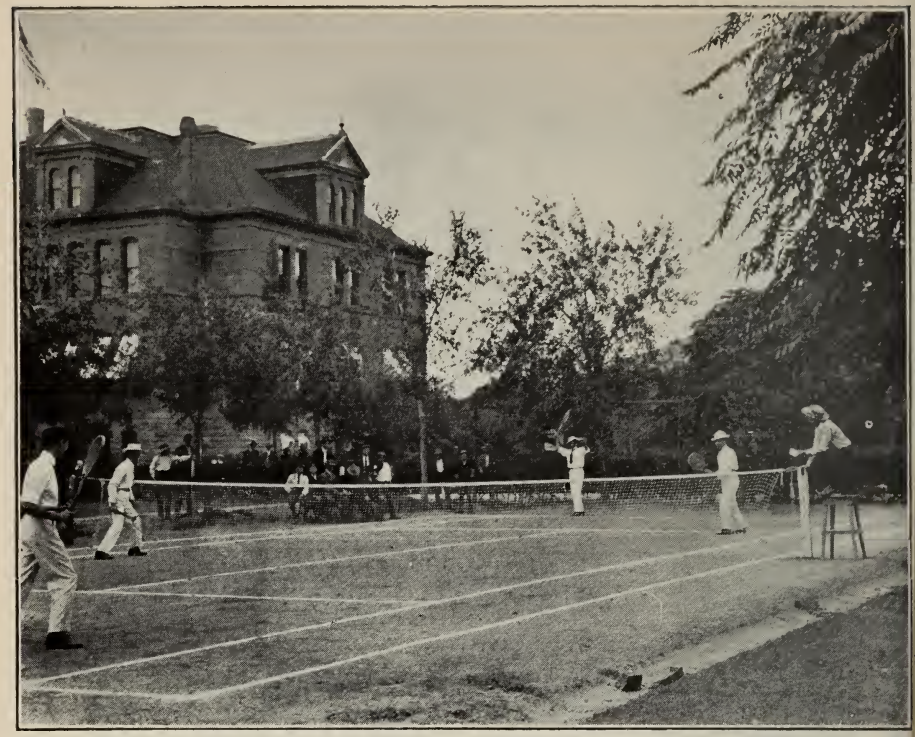
CHEMICAL LABORATORY

CORNER IN MANUAL TRAINING DEPARTMENT

ART DEPARTMENT

STAFF "TEMPE NORMAL STUDENT" 1908-9

BASE BALL TEAM, 1908-9



TENNIS

MILITARY COMPANY STARTING ON A LONG MARCH

BASKET BALL TEAM

TRACK SQUAD

ATHLETIC TROPHIES

LIBRARY
OF THE
UNIVERSITY of ILLINOIS

The Tempe Normal School of Arizona

AT TEMPE, ARIZONA

ANNUAL CATALOGUE

NINETEEN TEN—NINETEEN ELEVEN

Twenty-Fifth Annual
Catalogue of

The Tempe Normal School of Arizona

At Tempe, Arizona

For the School Year

1910 - 1911

Phoenix, Arizona
The H. H. McNeil Company, Printers
1910

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1909-10

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Calendar 1910-1911

1910

First Semester begins	September 12
Entrance Examination and Classification	September 12-13-14
First Quarter ends	November 18
Second Quarter begins	November 21
Thanksgiving Vacation	November 24-25
Holiday Vacation begins	December 23
Holiday Vacation ends	January 1

1911

First Semester ends	January 27
Second Semester begins	January 30
Entrance Examination and Classification	January 30-31
Third Quarter ends	April 7
Fourth Quarter begins	April 10
Examination and Commencement Exercises	June 5-9

NORMAL BOARD OF EDUCATION

Hon. Kirke T. Moore, Supt. Public Instruction ..... Phoenix
Alfred J. Peters, Secretary ..... Tempe
Lloyd B. Christy. ..... Phoenix

OFFICIAL BOARD OF VISITORS

Dwight B. Heard ..... Phoenix
Frank H. Hereford ..... Tucson
Morris Goldwater ..... Prescott

OFFICERS OF ALUMNI ASSOCIATION

H. Q. Robertson, President ..... Mesa
Miss Josephine Frankenberg, Vice-President ..... Tempe
Raymond Alexander, Secretary ..... Tempe
Mrs. A. M. Harmer, Treasurer ..... Tempe
Mrs. Wm. Goodwin, Mrs. Ida O'Connor, Jos. Birchett } Executive Committee ..... Tempe

TERRITORIAL BOARD OF EDUCATION

Hon. Richard E. Sloan, Governor of Arizona ..... Phoenix
Hon. Kirke T. Moore, Supt. Public Instruction ..... Phoenix
Hon. E. E. Kirkland, Territorial Treasurer ..... Phoenix
Dr. Kendric C. Babcock, President of University ..... Tucson
A. J. Matthews, Principal Tempe Normal ..... Tempe
Dr. R. H. H. Blome, Principal Northern Normal ..... Flagstaff
John D. Loper, Superintendent of Schools ..... Phoenix
H. Q. Robertson, Superintendent of Schools, ... Mesa

TERRITORIAL BOARD OF EXAMINERS

Hon. Kirke T. Moore, Supt. Public Instruction ..... Phoenix
John D. Loper ..... Phoenix
W. W. McNeff ..... Phoenix

Faculty 1910-1911

A. J. Matthews, Principal.....School Law and School Economy

F. M. Irish.....Physical Science and Military Drill

W. J. Anderson, B. S.....Drawing and Commercial Subjects

J. L. Johnston.....Vocal Music

Geo. M. Frizzell, B. Pd.....Mathematics

James F. Hall, A. M.....Latin

Fred C. Ayer, M. S.....Biology and Director of Athletics

A. B. Clark.....Manual Training and Carpentry

F. G. Waide, A. M.....History and Civics

Gracia L. Fernández, A. B.....Spanish

Lillias D. Francis.....Domestic Science and Art

James L. Felton, A. B.....English

(To be Supplied)..... Elocution and Physical Culture

Thaddeus L. Bolton, Ph. D.....Psychology and Education

Clarence L. Phelps, A. B.....Director of Training Department

Mary E. McNulty.....Critic Teacher in Primary Grades

Leona Haulot.....Critic Teacher in Grammar Grades

Louise B Lynd.....Critic Teacher in Grammar Grades

Josie Critchley.....Critic Teacher in Primary Grades

Laura Dobbs.....Secretary to the Principal and Board

Winifred E. Peters .....Librarian

Mrs. May Belle Blakely.....Matron Girls' Dormitory

The Tempe Normal School of Arizona

General Information

LOCATION

THE Tempe Normal School of Arizona was founded by an Act of the Territorial Legislature, approved March 10, 1885. It is located at Tempe, a city of 1,600 inhabitants, nine miles from Phoenix, the capital of Arizona. Railroad communication with all parts of the Territory is furnished by the Phoenix & Eastern Railroad, giving direct connection with the main lines of the Southern Pacific and Santa Fe systems.

Tempe is situated in the midst of the fertile Salt River Valley, one of the finest agricultural sections of the West. The residents are thrifty and industrious people, engaged in farming and fruit raising. The moral and social atmosphere is the best, and the climate during the entire school year is delightful and salubrious.

The legislative enactment which established this Normal School (Chap. III, Par. 2515, Sec. 1, Code of Arizona) provides that instruction shall be given in the "art of teaching," * * * * "in all the various branches that pertain to a good common school education;" and "in the fundamental laws of the United States and in what regards the rights and duties of citizens." An examination of the present course of study should show that the legislative intent has been fully met.

THE CAMPUS

The Normal grounds, covering an area of twenty acres, are beautifully arranged with gravelled walks and drives, bordered with fine lawns and lined with a pleasing variety of shade trees, shrubbery and flowering plants.

Abundance of water and the constant care of an experienced gardener make the campus a truly delightful spot. The plants have been selected with a view to furnishing material for work in botany, as well as for ornament, and one will find here many varieties of hardwood trees, as well as palms and other sub-tropical vegetation. Not the least interesting portion is the "desert garden," which exhibits many of the typical plants of the neighboring arid region, including many species of cactus, yucca, and the like. The campus includes a parade ground for military drill, screened basket-ball and tennis courts, and an athletic field which includes ball ground and running track.

EXPENSES OF STUDENTS

Dormitories—Board, room, light, heat, etc., are furnished for $16.50 per calendar month. Dormitory expenses are payable monthly in advance. An annual assessment of $3 is levied upon each student living in the dormitory for the renewal of dormitory supplies. Non-resident students are required to board and room in the dormitories except those who work for their board, or who can live in the homes of members of the faculty or near relatives. Students who reside in the valley and find it convenient to return to their homes every Friday night may be allowed to board and room outside the dormitories under such conditions as may be approved by the faculty.

Registration Fee—All students of the Normal School—the pupils of Training School are excepted—are charged an annual registration fee of $5, payable when they register for the year.

Tuition—No tuition is charged to students who enter the Normal with the intention of completing a course leading to graduation, either professional or academic. A tuition fee of $5 per quarter, payable in advance, is charged to students who desire to take up work of a special nature without intention of completing either a professional or academic course. No back tuition is collected from students who entered the Normal with the intention of completing a course but who for some unforeseen reason are prevented from doing so.

Books—The cost of books and stationery varies from $10 to $15 per year. Examination paper, pens, ink, pencils, etc., are furnished to the students without expense.

Military Uniforms and Gymnasium Costumes—The cost of these articles varies with the taste and preference of the

student. The style is often fixed by a vote of the class or the military company. The military uniform takes the place of civilian clothes a considerable part of the time.

Nomination of Students—Every member of the House and Council of the Legislative Assembly of Arizona is authorized by law to nominate a student biennially to the Normal School. For sixty days after the qualification of the member preference is to be shown students from the county which the member represents. After this time in case no student has accepted the nomination a student from any other county may be named. No tuition is charged students receiving the nomination, but no student is exempt from the payment of the annual registration fee of $5.00. It is greatly to be desired that members of the Legislature, the County Superintendents and all others who are interested in supplying the schools with well educated and properly trained teachers should recommend to this school students who desire to become teachers and who give promise of attaining success in the profession.

DEPARTMENTS

The school is organized into two departments—the Normal School and the Training School. The Normal School offers a five-year course to graduates of the eighth grade of the public school, a two-year course to graduates of a four-year high school course, and a four-year academic course to those who do not desire to pursue the professional course and become teachers. The Training School is an adjunct to the Normal School proper and is designed to give the members of the Senior class actual practice in teaching. The course articulates with the first-year work in the Normal and comprises the eight grades of the public school course. Students not prepared to enter the Normal School may take some preparatory work in the Training School.

GOVERNMENT OF STUDENTS

The endeavor of the faculty is to enforce strict discipline in all departments of the school. This is first sought for by an appeal to the honor of the student; but in case of failure to secure the desired end in this way, the faculty will not hesitate to resort to other means. Those who can not conform cheerfully to all requirements will be permitted to withdraw or be dismissed from the school.

THE ALUMNI ASSOCIATION

This association now numbers 369 members. It holds two regular meetings each year and an annual banquet. It

is earnestly desired that all the graduates of this school should show a lively interest in its welfare. Their influence on the schools of the Territory is already plainly seen and will doubtless increase. The faculty desires to be informed of the success of the graduates, and to render them professional assistance as far as possible. The association is a valuable means toward this end. The Principal desires to know the permanent address of every person who has graduated from the Normal School and to be informed of any change in residence or occupation, that it may be properly recorded. A mistake of any kind will be cheerfully corrected as soon as attention is called to it.

TEACHERS' BUREAU

The faculty does not wish to be misunderstood as agreeing to furnish employment for their students upon graduation, but the members feel warranted in saying that they have many opportunities of recommending teachers to good positions, and they are pleased to do so, thereby rendering a service mutually helpful to their students and to school officers. The Principal of this school, when requested, will take pleasure in furnishing to school officers accurate information in regard to the fitness of students and alumni of this school to teach; he will also, when desired, put them in communication with teachers seeking employment. In order to be able to recommend a teacher intelligently to a position, it is necessary that the Principal be in possession of a full and detailed statement of the requirements of the position and of its conditions.

CORRESPONDENCE

All correspondence in regard to the management of the school, expense of living, conditions of admission, etc., and all applications for catalogues and announcements, should be addressed to the Principal of the Normal School, Tempe, Arizona. Those who have decided to attend the Normal should write to him stating when they will arrive, so that they may be met at the train. In case students should arrive when there is nobody at the train to meet them, they should come directly to the Normal Building.

VISITORS

Visitors are welcome at all times. Teachers, educators and clergymen are especially invited. The faculty is always pleased to see the parents of the students and are glad to have visitors at the opening exercises in the morning which commence at 9 o'clock. The school belongs to the people

of the Territory and they should show their interest by paying an occasional visit at least.

ASSISTANCE AND PRIZES

The Kingsbury Senior Assistance Fund, established by Mr. W. J. Kingsbury of Tempe, provides in a liberal way for the needs of worthy students who find themselves unable to pursue their studies by reason of a lack of means. A certain sum of money has been set aside every year from which loans may be made to students at a very low rate of interest. While the fund is primarily for the aid of seniors, yet any student of the Tempe Normal School can, at the recommendation of the faculty, draw upon it as a loan.

The Moeur medal for scholarship, offered by Dr. B. B. Moeur, of Tempe, is awarded each year at commencement to the student who obtains the highest standing in class work during the two years immediately preceding graduation. The winning of this prize has always been considered one of the greatest honors open to the Normal students.

The Athenian Debating Club offers three gold medals annually as prizes for excellence in essay, declamation and oration. The medals are competed for by the members of the regular literary societies during second semester.

The Harvard Club of Arizona offers to the seniors of the school a medal for the best essay on some topic connected with Arizona. The subject matter as well as the treatment must be original.

The Alpha Literary Society offers three gold medals to its own members for excellence in essay, declamation and oration.

Other prizes will be given during each year to encourage oratorical work in the literary societies and to foster interest in inter-society debates.

Buildings

NORMAL BUILDING

The oldest building on the campus is the Main building, which was erected in 1894. This is a commodious three-story building of pleasing architecture. The lower story is built of sandstone and the superstructure of brick with sandstone trimmings. Here are located the main assembly room, class rooms and armory. The building contains ample corridors and high ceilings, supplying an abundance of light and air.

SCIENCE HALL

The department of science is now housed in a handsome two-story brick building, 92x70 feet. This building is located conveniently near the Main building and is of a style of architecture in harmony with the other buildings on the campus. The first floor contains the lecture room for physics and chemistry, fitted with demonstration table, electric generator, switchboard for control of demonstration currents, draft chambers, water and gas. The windows are so arranged as to be easily screened when the room is to be darkened for use of the projection lantern, and the class seats are so elevated that each student has an unobstructed view of the lecture table.

Adjoining the lecture room is a stock room for chemicals and apparatus. The laboratories for physics and chemistry are placed on opposite sides of the lecture room and are so connected with it as to give easy access to both. These laboratories are equipped with cement floors, ample blackboard space and modern tables. The tables are supplied with gas, water and electricity. There is in addition a special room for such apparatus as needs protection from dust and the laboratory fumes. A shop is provided for the construction and repair of apparatus. The chemical laboratory has sufficient draft chambers to accommodate an entire class division. It has also large sinks, side tables, apparatus for supplying distilled water and photographic dark room.

The laboratory for physiography and geography communicates with the chemical laboratory. It has also its own separate entrance from the outside. This room is equipped

with suitable tables, barometer, maps, charts, globes, mineral collections, sand bins and modelling table, relief models, and wall cases for storage of material. A standard thermometer shelter is located close by on the campus and contains a thermograph and a full set of standard thermometers.

On the south half of the second floor are located the laboratories for biology and physiology. These are equipped with lecture tables, supplied with gas and water, students' tables, aquaria, and all necessary furniture. A stock room and instructor's laboratory connects these two main laboratories. Besides these there is a dark room for photographic work and experiments in germination. Both laboratories are supplied with microscopes, glassware, balances, dissecting instruments, chemicals, and all materials necessary for study.

The north half of this floor contains the museum and the art department. The latter occupies three rooms especially planned with a view to suitable lighting and proper exposure. Here are all the facilities for work in drawing and for modeling in clay. A potter's wheel, kiln, models and casts form part of the equipment.

The offices of the Board of Education and of the President of the School are located on the first floor on either side of the main entrance.

AUDITORIUM AND GYMNASIUM

The new auditorium is a substantial brick building 72x100 feet, so situated as to balance the science hall and complete the architectural scheme of arrangement for the campus. The first floor contains a large gymnasium with hardwood floor, running track and spectators' gallery. Adjoining this are locker and dressing rooms for both men and women. The second floor is occupied by the auditorium which, with its galleries, will seat 1,000 persons. The stage is equipped with scenery for the dramatic work of the various literary societies, and ample dressing rooms are provided. This auditorium is a suitable place for all public entertainments, lectures, concerts and the like to be given in connection with the Normal.

TRAINING SCHOOL

The Training School building is a model of its kind. It is located near the Main building and covers a space of 130 by 136 feet. There are two offices, eleven class rooms and one large double assembly room. All the rooms are located

on one floor. Great care has been bestowed upon the arrangement of the class rooms about the assembly room with view to bringing them into as close communication as possible and equal care has been given to the distribution of windows that all rooms may be properly lighted and ventilated.

DORMITORIES

There are two dormitories situated on the campus, one for young women and one for young men. The ladies' dormitory is situated near the southwest corner of the campus, facing the street on the west, and conveniently near the school buildings. It is constructed of brick, two stories in height, and furnishes rooms for 135 young ladies. Each room is intended for the accommodation of two students, and is provided with two wardrobe closets, and with city hydrant water, electric light and steam heat. The furnishings of each room include carpet, study table, chairs, dresser, two single beds with all necessary bedding, blankets and linen, so that the student is not expected to furnish anything in this line. There are ample, well-lighted hallways, two large parlors and a comfortable sitting room. On both floors are located toilet rooms and baths, with hot and cold water. A piano is at the disposal of the dormitory students. The dormitory is under the supervision of an experienced preceptress and is in all respects a model home. The water supply for the dormitories is from the Tempe city water works. The water is pumped from a deep well which insures it being free from any contamination. Chemical analysis shows it to be free from deleterious mineral or other impurities.

The boys' dormitory is a two-story brick building situated on the campus east of the Training School. The furnishings are similar to those of the girls' dormitory, and each room is provided with hydrant water, electric light and steam heat. This dormitory is under the direct supervision of a member of the faculty, who resides in the building.

DINING HALL

The new dining hall which was recently erected at a cost of $6,500, is located midway between the dormitories and is a modern brick building, 60x85 feet. The dining room is light and airy and of a size sufficient to accommodate 200 boarders. The table furnishings are neat and attractive, and the kitchen is as fully equipped as that of a first-class hotel, and is in charge of an experienced cook. The table board is excellent in quality and well served.

PRINCIPAL'S RESIDENCE

This is a neat, two-story brick dwelling of eight rooms, located east of the Main building, well arranged and fitted with modern improvements. Its architectural style is in harmony with that of the other buildings, and it adds in no small degree to the artistic appearance of the campus group.

HEATING SYSTEM

A central heating plant has been installed at a cost of $15,000. This furnishes steam heat to all the buildings situated on the campus, securing proper regulation of temperature and ventilation.

Admission and Graduation

Admission to Normal—Candidates for admission to the Normal department will be required to pass a satisfactory examination. Certificates from an accredited grammar school will be accepted in lieu of such parts of this examination as the faculty may decide.

Admission to Advanced Standing—Candidates for advanced standing in the Normal department must convince the faculty that their preparation for any particular subject has been sufficiently thorough to enable them to pursue it profitably. This preparation may be shown either by an examination, by class records in the Normal, or by the certificate of accredited schools.

Admission for High School Graduates—Graduates from high schools maintaining a four-years' High School course will be admitted to a special two-years' course. Graduates from such a course will not only receive a diploma which will entitle them to teach for life in the public schools of Arizona and California, and other states, but will entitle them to at least one year's credit on a university course.

Time of Admission—Students will find it greatly to their advantage to enter the Normal at the beginning of each semester; but they will be admitted at any time, subject to the above restriction.

Graduation—1. In order to receive a diploma from this institution, a student must have attained the age of 18 years.

2. No student shall be admitted to senior standing who has more than 5 hours' work per week for the year, in addition to the regular senior course, or its equivalent.

3. Candidates for graduation must have completed at least one full year's work in this school, and, in addition to satisfactory standing in scholarship, must have given satisfactory evidence of a good moral character and the executive ability necessary to the proper management of a school.

4. Students from other institutions applying for senior standing must have completed a four years' high school course and, in addition thereto, must have completed some of the required professional units in a college or normal

school and have had some experience in teaching in the public schools.

5. The diploma entitles the holder to teach in the public schools of the Territory during life without examination. They are also accredited in the State of California and in some other states.

Examinations and Reports—Students must attend all the required examinations of the year. A standing of seventy-five per cent constitutes a passing grade. This grade is based upon class standing and examinations. On the same basis seventy per cent constitutes a conditional grade. A grade below seventy per cent is a failure, and the subject must be taken over again by the student. The examinations are in writing, or partly written and partly oral, and are conducted by the instructor in charge. The examinations are held at irregular intervals without notice to the students and occupy only the recitation period. Reports will be made to the parents and students at the end of each quarter showing the standing in the subjects studied during the quarter.

Course of Study

In conformity with the law requiring the normal schools of Arizona to maintain uniform courses of study to be approved by the Territorial Board of Education, the following regulations were approved by said Board of Education:

I. The length of the school year shall be thirty-eight (38) weeks, exclusive of summer school.

II. There shall be two regular courses of study leading to graduation for the purpose of securing a diploma to teach in the schools of this territory.

(a) A minimum course of five years for graduates from the eighth grade of the public schools.

(b) A minimum course of two years for graduates from a four years' high school course.

III. Students who are graduates from a four years' high school course and in addition thereto have taken some professional work in a college, university or normal school, and who have had one year's experience in teaching in the public schools, may receive credit on the two years' course, but in all such cases the student shall be required to take at least one year's work in residence before receiving a Normal diploma.

In order to simplify the arrangement and uniformity of the course, the work is reduced to units. The term unit is used to denote a subject studied through one school year with five class exercises or periods per week, two laboratory periods to equal one class exercise. The school year is divided into two semesters, each of nineteen weeks exclusive of Christmas holidays of one week and of commencement week. A recitation period is 45 minutes. A minimum of fifteen academic subjects and nine professional subjects is required for the Normal diploma, as follows:

Academic Units for the Five Years' Course

English	3
Science	2
Science or (Modern or Foreign Languages)	2
Mathematics (Arith. ½ Alg. 1½ Geom. 1)	3

History and Civics	3
Electives	3
Total	15

Professional Units for the Five Years' Course

Psychology and Pedagogy	1
History of Education, Ethics and Logic	1
Practice Teaching	1
School Law and School Economy	½
Methods of Teaching	1
Music	1
Drawing	1
Arithmetic and Geography	1
Bookkeeping and Commercial Law	½
Reading and Word Analysis	1
Total	9

Professional Units for the Two Years' Course

Psychology and Pedagogy	1
History of Education, Ethics and Logic	1
Method of Teaching	1
Practice Teaching	1
School Law and School Economy	¼
Arithmetic and Geography	1
Reading and Word Analysis	1
Electives from the following list	2½
Total	8¾

List of Electives for the two years' course: Drawing, 1; Music, 1; bookkeeping and Commercial Law, ½; Spanish 2; English, 1 or ½.

According to the plan adopted for the readjustment of the relation between state normal schools and the universities, graduates from a four years' high school course who complete a two years' course in a state normal school may secure one year's credit on a university course or such a portion thereof as the individual preparation may merit. Graduates from the five year normal course are admitted to colleges and universities without advanced credit.

OUTLINE OF THE FIVE YEARS' COURSE FOR GRADUATES OF THE GRAMMAR SCHOOLS

FIRST YEAR

First Semester	rec. per wk.	Second Semester	rec. per wk.
Grammar and Composition	5	Grammar and Composition	5
Reading	5	Spelling and Word Analysis	5
Arithmetic	5	Algebra	5
Manual Training or Domestic Science	3	Manual Training or Domestic Science	3
Drawing	2	Drawing	2
Music	2	Music	2

SECOND YEAR

Rhetoric and Composition	5	Rhetoric and Composition	5
Algebra	5	Algebra	5
Biology with laboratory	5	Biology with laboratory	5
Ancient History or Latin	5	History or Latin	5
Drawing	2	Drawing	2
Music	2	Music	2
Manual Training or Domestic Science	2	Manual Training or Domestic Science	2

THIRD YEAR

Eng. Literature and Themes	5	Eng. Literature and Themes	5
Geometry	5	Geometry	5
Physiography	5	Physiology	5
Mediaeval History	5	U. S. History	5
Drawing, 2 / Music, 2 — or — Spanish or Latin	4	Drawing, 2 / Music, 2 — or — Spanish or Latin	4

JUNIOR YEAR

Amer. Lit. and Gram. Analysis or Spanish or Latin	5	Amer. Lit. and Gram. Analysis or Spanish or Latin	5
Physics with laboratory	5	Physics or Chemistry with laboratory	5
Arithmetic	5	Geography	5
Psychology	5	Pedagogy	5
Science of Government	5	Music	2
		Drawing	1
		Observation in Training School	1

SENIOR YEAR

Practice Teaching	5	Practice Teaching	5
Methods	5	Methods	5
History of Education	5	Ethics and Logic	5
Bookkeeping and Com. Law	5	School Law and School Economy	5
Spanish or Latin (elective)	5	Spanish or Latin (elective)	5

OUTLINE OF THE TWO YEARS' COURSE FOR GRADUATES OF HIGH SCHOOLS

JUNIOR YEAR

First Semester	rec. per wk.	Second Semester	rec. per wk.
Psychology	5	Pedagogy	5
Arithmetic	5	Geography	5
Reading	5	Word Analysis and Spelling	5
Electives		Observation	1
		Electives	

SENIOR YEAR

Practice Teaching	5	Practice Teaching	5
Methods	5	Methods	5
History of Education	5	Ethics and Logic	5
Electives		School Law and School Econ	5
		Electives	

The following units are offered as electives from which the students may elect a sufficient number to complete a total of nine units for the two years' course: Drawing, 1; music, 1; bookkeeping and commercial law, ½; Spanish, 2; English, ½ or 1.

In selecting electives, students who have not completed drawing, music, and bookkeeping and commercial law in their high school course must include these subjects first among their electives.

ACADEMIC COURSE

Students who do not desire to become teachers may pursue the regular five year course, omitting all the professional work and specializing in Latin and Spanish, English, science or mathematics. Such a course will require four years' work. Students completing such four year course will be granted a certificate which can be used as a credential to admit them to a college or university, but they will not receive a diploma entitling them to teach in the public schools. Students pursuing such regular courses will be exempt from the payment of tuition.

Analysis of the Course of Study

Introduction—The primary aim of a Normal school is the training of teachers, and this is made prominent throughout the course. In each department the teacher not only teaches his class, but he discusses with the students the method of presentation and requires them to note his plan of work in all parts of the subject. Thus the teaching idea is made pre-eminent in the minds of all Normal students from the beginning of the course by making every subject a study in method all the time. The relation between the professional and academic work is maintained during the senior year by the pupil-teachers consulting frequently with the members of the Normal faculty who have charge of the subject which they are teaching in the Training School. The members of the Normal School faculty are also expected to prepare outlines of work, special lessons, and lectures pertaining to the methods of teaching their special subjects and present the same to the senior class.

ART DEPARTMENT

Mr. Anderson.

This department aims to develop in students the power to know and the ability to express objects in their true shape and color, to make them familiar with something of the science and arrangement of colors in producing relations of harmony, and to lead them to an appreciation of good composition and design. Special emphasis is laid upon the subject of designing that the student may understand the elementary principles that lead him to the original production of creditable designs; or at least that he may have the foundation by which he can judge the good in design. Students are taught to correlate drawing with other subjects of the course so that upon graduating as teachers they can use it as a ready and effective aid in their school work. The department is liberally supplied with plaster-casts, still life models and charts. A kiln is used in the modeling room for the firing of clay models and pottery.

First Year—The work of the first year embraces: Drawing of the type-forms and objects based upon these; elements of design; practice with brush and ink, pencil, charcoal, crayons and color; black-board practice; problems in construction; clay modeling. Two times a week.

Second Year—The second year's work is review and continuation of that of the first year, together with these topics: elements of historic ornament; perspective problems; designing from plant and animal motives; illustrative work; mechanical problems; color harmonies; clay modeling. Two times a week.

Third Year—The third year work includes: Light and shade studies; pen-and-ink drawing; colored chalk practice; mechanical drawing; perspective; out-door sketching; wash drawing; black-board illustration; clay modeling; study and application of balance, rhythm, and harmony in designs; water color practice. Two times a week.

Junior Year—In the junior year the topics for discussion and methods will be along lines suitable for the primary and grammar grades; such as: the use of black-board; brush and ink practice; work with charcoal, pencil, colored crayons, and water colors; story telling through drawing; constructive work; mounting of drawings; school room decoration; paper and clay modeling; picture study. Second semester, once a week. References:

International Studio, John Lane Company, New York; The Craftsman, Gustav Stickley, New York; W. Crane, The Basis of Design, George Bell & Sons, New York; W. Crane, Line and Form, George Bell & Sons, New York; L. Day, Ornament and Its Application, Chas. Scribner's Sons, New York; J. Pennell, Modern Illustration, George Bell & Sons, New York; Midgley & Lilley, Plant Form in Design, Chas Scribner's Sons, New York; Russell Sturgis, Lubkes History of Art, Dodd Meade & Co., New York; F. S. Meyer, Hand Book of Ornament, Bruno Hessling, Pub., New York; Russel Sturgis, How to Judge Architecture, The Baker & Taylor Co., New York; E. Singleton, Turrets, Towers and Temples, Dodd Mead and Co., New York; S. Hartman, History of American Arts, L. C. Page & Co., Boston.

COMMERCIAL BRANCHES

Mr. Anderson.

Bookkeeping—The course in bookkeeping gives the student a thorough drill in the science of accounts which involves accuracy and rapidity of computation and neatness of execution. The voucher plan is used so that the student has all the forms as in actual business practice. While the principal portion of the work is by the double entry system, the single entry method is given some attention. Senior year. Second semester. Four times a week. Text book—

Williams and Rogers, Modern Illustrative Bookkeeping. American Book Company.

Commercial Law—The aim in this subject is to familiarize the student with the laws governing the ordinary transactions of business life. It offers good opportunities for logical thinking and precise expression both in the topics for discussion and in the framing of definitions. The principal topics presented are: Contract; sales of personal property; negotiable instruments; bailments; agency; partnership; insurance and real property. Senior year. Second semester. Once a week. Text book—D. C. Gano, Commercial Law, American Book Company.

References:—J. S. McMaster, Commercial Digest, Comm. Text Book Company; E. W. Huffcutt, Elements of Business Law, Ginn & Co., New York; Statutes of Arizona.

DEPARTMENT OF ENGLISH AND RHETORIC

Mr. Felton.

Instruction in English is designed to secure a knowledge of correct forms of expression, an appreciation of good literature, and ease and facility in expressing thought in oral and written forms. To accomplish these ends the student is given courses in word analysis, grammar, rhetoric, composition, grammatical analysis, themes, reading and literature. The work done in these courses is based on the requirements for college and university entrance as outlined by the American Board of College Entrance.

Grammar—The aim of the course in grammar is to insure a practical working knowledge of the elements of the English language, and to construct a foundation for the language courses which follow. The first semester is taken up with a review of fundamentals for the purpose of supplementing the work of the eighth grade. The second semester is devoted to a detailed study of type sentences illustrating the uses of phrases and clauses with special emphasis on infinitive, participial, and idiomatic constructions. The written work of the course is intended to be an exercise in brief and accurate expression of thought, and may be based on the topics studied or on incidents and events in which the student is interested. First year. First and second semesters.

Reading—This work is divided into two courses, one for students of the first year and the other for graduates of high schools who enter the junior year. First Year—The main object of the work of the first year is to secure clear, forcible reading with a minimum amount of

attention to the study of the elements of reading. Junior Year—This course deals with the subject from a pedagogical standpoint as being best adapted to the needs of future teachers. Emphasis is put upon the value of an appreciation of the meaning and beauty of literature in order to be a successful teacher of reading. The first quarter in this course is devoted to study of the elements underlying good reading, illustrated by selections from the best writers, interspersed with lectures by the instructor. No text book is used. In the second quarter the students are required to make a practical application of the principles previously studied.

In both courses the standard classics are used, the following having been read the past year: first year, Vision of Sir Launfal, Merchant of Venice, Sohrab and Rustum; junior year, Crawford, Twelfth Night.

Spelling and Word Analysis—The work of spelling and word analysis is divided into two courses; one for students of the first year and the other of a professional nature for graduates of high schools who enter the junior year. The work in both courses comprises a study of the history of the English language, beginning with the early invasions and their contributions to the language. The student is also given a brief review of the elements of spelling usually taught in the grades. This review is followed by a study of foreign root-words and their derivatives. The latter part of the year is devoted to tests in spelling which include words ordinarily misspelled and words which the student will meet in daily life. The work of the junior year puts more stress upon the methods of teaching spelling and includes a more detailed study of the history of the language. First year. Second semester. Texts—Webster's Academic Dictionary, Swinton's Word Analysis.

Rhetoric and Composition—Second year—To comprehend the thought and purpose of the story, the art of construction, and to appreciate the methods of skillful character portrayal and beauty of language is the first aim in literary texts. The tests of formal rhetoric are applied or principles deduced; and diagrams, outlines or original papers are required in each instance to test the student's understanding. Considerable attention is given to the construction of isolated and connected paragraphs in exposition and argument, but more emphasis is laid on narrative and descriptive writing. To compose logical paragraphs of coherent and unified sentences is the chief aim of composition in this course. Note books are written up carefully and systematically corrected. All papers are either

discussed and corrected in class, or by individual consultation with the instructor. Texts—Brooks and Hubbard, Rhetoric and Composition, A. B. Co.; Q. H. White, Irving's Alhambra, Ginn & Co.; Scott's Lady of the Lake, Standard English Classics Series, Ginn & Co.; Eliot's Silas Marner, Standard English Classics Series, Ginn & Co.; Hawthorne's The Old Manse and a Few Mosses, Riverside Edition, Ginn & Co. In addition to the work in these regular texts, this year the students made written reports on assigned selections from Longfellow, Whittier and Lowell; and short stories from Poe, Harte, Allen, Page and Bunner were read and discussed in class. First and second semester.

English Literature and Themes—This course has three main purposes: First, to give a general view of the origin and growth of English literature; second, to develop in the student an appreciation of the best literature of the different periods by a thoughtful interpretation of selections from each, and by assigned reading on which reports are made; third, to exercise the student in collecting, arranging, and presenting material in the form of well-written papers. Usually three days a week are devoted to the historical study and interpretation of literature, and two days to the preparation, discussion and correction of themes. Third year. First and second semester.

American Literature—Junior year—A genuine appreciation and enjoyment of the best that has been written by American authors, together with the realization that this literature is a record and reflection of the life and thought of our nation is the aim of this course. Contrast and comparison are used wherever possible to indicate change or progress in national events or ideals; and the fact that certain works and writers are contemporaneous is emphasized, especially in the New England group. The character of the individual authors, their life and interest in the welfare of our country is noted as well as their literary qualities. The following texts were studied this year: Irving, Life of Goldsmith, Scott, Forseman Co.; Cooper, The Spy, McMillan Co.; Hawthorne, Marble Faun, Riverside Ed.; Emerson, Self Reliance and Compensation, Scott, Foresman Co.; Churchill, Coniston, McMillan Co.; Johnston, Lewis Rand, Houghton Mifflin Co.; Long, American Poems, American Book Co.; Newcomer, American Literature, Scott, Foresman Co. First semester.

Grammatical Analysis—Junior year—This subject is pursued by all junior students who elect American Literature with which it alternates two days of each week throughout the year. An exhaustive study of the analysis of sentences

is made the basis of a thorough review in grammar. Free expression of individual opinion is encouraged and students are warned against fine, arbitrary classifications. The course aims for breadth of understanding of the subject, and sympathy with young students as essential in practical teaching. Note-book work consists of diagrams, analysis, tabulations and original illustrations. Text—Lillian Kimball, The English Sentence. Second semester.

HISTORY AND CIVICS

Mr. Waide

From the following outline it will be seen that much emphasis is placed on reading beyond the limits of a text book. Thus a basis is laid for theses, reports and discussion in class. An attempt is made to train the student in the outlining of chapters and subjects where material is gathered from all available sources. Map drawing is required in every course to show movements in exploration, conquest and social phenomena. The aim of getting a clear idea of the essentials of history is not made the all-important. A careful selection of what is considered essential is made and thus time is obtained for the intensive study of particular epochs. In this way the student is introduced to newer methods and acquires more freedom in the use of materials. The library is well equipped for all the courses and especially for the study of the history and government of United States. Many periodicals relative to this department are on file in the magazine room.

Courses

1. Ancient and Mediaeval History. Second year. First semester. Texts—W. M. West, Ancient History; J. H. Robinson, History of Western Europe. Supplementary Reading—Histories of Botsford and Pelham; Adams, Civilization During the Middle Ages.

2. English and European History. First year. First semester. Texts—E. P. Cheyney, A Short History of England; J. H. Robinson, History of Western Europe. Supplementary Reading—Green, Short History of England; Fyffe, History of Modern Europe; The Epoch's Series, (Longmans).

3. American History. Third year. Second semester. Text—R. L. Ashley, American History. Supplemental Reading—The Epoch's Series, (Longmans); The American History Series (Scribner's).

4. Civil Government. Junior year. First semester. Text—R. L. Ashley, The American Federal State. Supplementary Reading—Bryce, The American Commonwealth; Beard, Reading in American Government and Politics.

MATHEMATICS

Mr. Frizzell

Mathematics should form an important part of the course of study in a normal school, for the logical product of such school is teachers of children, teachers who are to go out and train children in village and country so that they may become useful and competent citizens. Since citizens must have legitimate and lucrative occupations and since the science of mathematics is fundamental in all business transaction and constructive work, it is readily seen that a careful study of this science is necessary to an adequate training for the duties incident to life. In the Tempe Normal School, the effort is made to train the student in a manner that will best fit him for work as teacher and also give him a comprehensive and thorough knowledge of the subject. The course is presented under three heads, namely, arithmetic, algebra and geometry.

Arithmetic—Arithmetic is presented for a half year in the first year class, and also for a half year in the junior class. In the first year the endeavor is to drill thoroughly in fundamental processes of arithmetic, broaden the view and establish a basis for the subject of algebra. In the junior year, in addition to thorough review and advanced investigation, the subject is presented from the teacher's standpoint and methods of teaching are freely discussed. First year; first semester. Junior year; first semester. Text—Elmer A. Lyman, Advanced Arithmetic.

Algebra—Algebra is based upon the work in arithmetic. Beginning with concrete and simple operations students are led to the development and comprehension of the more abstract and general truths. Special attention is given to the fundamental operations. Also close study is made of fractions, the equation as a means for solution of problems, simultaneous equations, quadratics, series, proportion, and logarithms. The subject is treated in a simple and careful way so that a student who has ordinary intelligence and who has mastered the grammar school arithmetic can do the work in algebra in a satisfactory manner. The work in algebra covers a period of one and one-half years. First year, second semester, and second year, first and second semesters. Text—Webster Wells, Essentials of Algebra.

Geometry—Geometry is offered in the third year of the course. It is continued for one year in which both plane and solid geometry are covered. In this subject the student is led to make close examination of conditions as set forth in the proposition that he may have clear understanding of the hypothesis. This fastens upon him the habit of close observation and prepares him to meet conditions everywhere and view them in proper light. The aim is, also, to give the student a thorough drill in reasoning processes and to develop the habit of demanding sufficient proof before drawing conclusions. Third year. First and second semesters. Text—J. H. Gore, Plane and Solid Geometry.

DEPARTMENT OF HOUSEHOLD ARTS

Miss Francis

The general aim of the work is to teach the art of right living through the elevation of the ideals of the home, and through the application of scientific principles to the management and work of the household. The purpose is not only to insure a knowledge of the subject, but to develop habits of order, accuracy and self reliance, and to cultivate an appreciation of artistic effect as well as utility. The courses in Household Arts are intended to give familiarity with the best and most economical methods of homemaking and housekeeping. By practical work, reference work and lectures, emphasis is brought to bear on the best ways of conducting a home healthfully, economically and comfortably. Two rooms in the basement of the main building are used for Household Arts. One is equipped for individual work in Domestic Science, the other has the necessary tables and machines for hand and machine sewing. The equipment is of the best and is not yet a year old. Courses in sewing and domestic science are given to the grammar grades of the Training School, sewing to the fifth, sixth, seventh and eighth grades, domestic science to the seventh and eighth. The course of study issued by the Territory for grammar schools is used.

Domestic Science—Course A—As the majority of the girls entering the Normal have had no school instruction in Household Arts, the work is necessarily elementary. The practical phase of the work is chiefly emphasized. Foods are prepared and served, and are classified with reference to the five good principles. Besides the cooking and serving of foods, the course includes the care of the kitchen and equipment, dish washing, measuring, general cleaning, the careful use of gas, and the practice in the use of ovens,

The meanings and definitions of certain terms are emphasized, for example: Fry, broil, simmer, boil, sauté. Some simple experiments are given as finding the temperature of boiling water, the effect of heat on eggs, and the action of various liquids upon baking powder and soda. First year. Two periods a week.

Domestic Science—Course B—This course is open to those who have completed Course A. The work is more advanced in practice and in theory. The foods cooked still cover the five food principles but are those which are more difficult of preparation. More experiments are introduced and some reference work is given. Groups of students prepare and serve meals after planning their menus, computing the cost and doing their own marketing. Practical lessons are given in each of the following subjects: Laundry work, home nursing, dietetics, home sanitation. Second year. Two periods a week.

Domestic Science—Course C—Elective—This course is offered to students beyond the second year, who have had no school training in domestic science. Two periods a week for twenty weeks.

Domestic Science—Course D—Elective—Students beyond the second year who have had domestic science for at least one semester may enter this course. Two periods a week for twenty weeks.

Sewing—Course A—If the students in this class have had hand sewing in the grades, the work given is chiefly with the machine. Undergarments are made from patterns drafted by the student. During the first semester all the stitches commonly used in hand sewing are reviewed. During the second semester the use of machine attachments is taught. Students who have had no hand sewing in other schools make useful articles by hand and are taught garment repairing during the first semester. Students completing this course have a working knowledge of all common stitches used in hand sewing, are able to use intelligently a machine and some of the attachments, and know how to draft a pattern for and make at least one undergarment. First year. One period a week for forty weeks.

Sewing—Course B—Students are eligible who have completed Course A. Drafting and use of patterns, making of garments on machine, use of machine attachments and embroidery stitches are taught. Second year. One period a week for forty weeks.

Sewing—Course C—All seniors who have had less than one semester's hand sewing in some school, beyond the sixth

grade, are required to take this course. Sufficient hand sewing is given that each student will know how to make, use and teach all the common stitches used in hand sewing. Senior year. One period a week for twenty weeks.

Sewing—Course D—Elective—Open to students beyond the second year who have had no sewing in school. Useful articles are made by hand to give a working knowledge of all the common stitches. One or two periods a week for twenty weeks.

Sewing—Course E—Elective—Open to students beyond the second year who have had hand and machine sewing in school. Advanced machine work is given. One or two periods a week for twenty weeks.

DEPARTMENT OF LATIN

Mr. Hall

The course in Latin begins the second year and extends over the last four years of the Normal course. Each of the four classes recites five periods a week for forty weeks each year—making 200 hours. The department is well equipped with a full set of Kiepert's wall maps and illustrative photogravures. The school library contains all the latest and most authoritative works of reference on classical antiquities in general, including history, geography, Roman life, topography, art, archaeology, and literature. The reading room receives all the principal journals and magazines devoted to the classics. In fine, the equipment of the Latin department is one of the best in the Southwest.

The course in Latin provides for two classes of students: the Normal student proper, who is preparing to teach in the public school system receives a broader training, becomes a better master of English, and does better work as a teacher; secondly, the academic student is better prepared to enter college having four units to his credit of the sixteen generally required for admission to the universities of Arizona and California.

In conformity with the report of the Commission on College-Entrance Requirements in Latin appointed by the American Philological Association, the amount and range of the reading required in this course for the full four years' work in Latin shall be not less **in amount** than Caesar, *Gallic War I-IV*; Cicero, *Orations against Catiline, for the Manilian Law*, and *for Archias*; Vergil, *Aeneid I-IV*. But in **range** this amount or its equivalent may be selected from the following authors and works: Caesar, *Gallic War* and

Civil War, and Nepos, *Lives*; Cicero, *Orations*, *Letters* and *De Senectute* and Sallust, *Catiline* and *Jugurthine War*; Vergil, *Bucolics*, *Georgics*, and *Aeneid*, and Ovid, *Metamorphoses*, *Fasti*, and *Tristia*; **Providing always** that this selection shall include the following as Prescribed Reading: Cicero, *for the Manilian Law* and *for Archias*; Vergil, *Aeneid i-ii* and either *iv* or *vi*.

The course is outlined as follows for 1910-1911:

Introductory: Pronunciation, syllabification, and inflection with constant drills and reviews and involving oral and written practice in the simple rules of syntax, with reading and dictation to train the ear as well as the eye, accomplishes the aim of the first year—to prepare thoroughly for second year work by the complete mastery of the fundamentals in form and expression. Considerable English grammar is reviewed and developed.

Caesar: Gunnison and Harley, *Gallic War*, Silver, Burdett and Co., is the only text used for the second year work. Three recitations a week throughout the year in Caesar and two in grammar and composition cover this course. The courses of these two years count for two units in all accrediting colleges.

Cicero: Harkness, Kirkland and Williams, *Nine Orations*, American Book Company. The orations *against Catiline* will be read in the junior year; also Merivale's Sallust's *Catiline*, The Macmillan Company. In the senior year the orations *for Archias* and *for the Manilian Law*; also *for Marcellus*, *for Ligarius*, and *the Fourteenth Phillipic*. Each class recites in Cicero twice a week throughout the year.

Vergil: Greenough and Kittredge, *Aeneid*, Ginn and Company. Books i-iii will be read in the junior year, and books iv-vi will be read in the senior year. Each class recites in Vergil twice a week throughout the year. Subject-matter, literary and historical allusions, and prosody as well as ability to translate will be demanded in all authors read.

Grammar and Composition: Every student in the junior and senior classes must have the following books: Pearson *Latin Composition*, American Book Co.; Allen and Greenough, *Latin Grammar*, Ginn and Co.; Browne, *Latin Word List*, Ginn and Co. A thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose will be rigidly required of each student

upon the completion of the four years' work in Latin. Juniors and seniors recite once a week throughout the year upon this work.

MANUAL TRAINING

Mr. Clark

This course affords opportunity for excellent preparation for workmanship and teachers of the subject. The laboratories are well equipped for cabinet work and certain forms of carving, pattern making and turning. Instruction in other materials will be given such as the needs of the students seem to demand. The aims of manual training as taught here are: first, to encourage and stimulate self-reliance, invention, neatness, proportion, harmony and accuracy; to make competent, independent workmen, capable of designing, making or repairing in house or furniture construction; second, to teach estimation of values and effects; third, to assist juniors and seniors to plan and prepare courses of study and their presentation, to the end that they may become competent to teach this work. As outlined the course embraces all grades of the training school above the fourth and includes the first three years of the Normal. In the remaining two years the work is elective. The problems designated aim to embody such principles of construction and finish as are within the scope of the ability of the student in the grade to which the problems are assigned. All discussions are built upon the material, construction and finish of these problems. Other problems than those mentioned may be substituted, provided the same principles are embodied.

Training School Course—The Training School pupils are taught, by means of a series of problems, the fundamentals in preparing wood for use in construction. Through the problems come talks on wood and tool manipulation. None but work well done will be accepted. Incorrect habits of workmanship are noted that the pupil may not find himself under the necessity of unlearning errors of thinking and working. No class is required to execute all of the constructions in a certain term or year, nor will any pupil be limited by anything except his manifest ability. The problems are made from drawings, and pupils are required to understand and read same at completion of the eighth grade with ability to execute drawings of simple constructions. Classification of problems by grades is as follows: Fifth grade, bread board, pen tray, key rack, tooth brush holder, blotter pad; sixth grade, towel roller, spool holder, footstool, book rack, hexagonal tray, cutting board; seventh grade, wall pocket,

candle-stick holder, coat hanger, broom holder, book trough, hat rack, taboret, square stool; eighth grade, towel rack, taboret, plate rack, picture frame, square table, carved trays, lamp stand, chair. Thirty-six weeks. Two periods per week.

Normal Course—This course allows considerable latitude as to specific articles, but insists upon certain joints being executed: such as, haunched mortises and tenon, keyed mortise and tenon, half lap, half lap miter, dove tail, framing. The problems are made the foundation for discussion of woods and their growth as related to constructive or building uses; the making of wood preservatives and finishes, and a variety of discussions pertinent to the work. While the theoretical and educational are not lost sight of, the trade or practical side of the workshop is kept largely in mind, that the young men who elect the work may be fitted in a great measure for workmen in the trades. This side is made a feature because not all of the young men who enter school will become teachers; some wish to fit themselves for more skillful positions in the various fields of industrial work. Those who prepare for professional work receive extra instruction and lectures upon the scope and intent of this branch of the public school work. Plan and elevation drawing, isometric and cabinet projection as well as pure mechanical drawing dealing with geometrical principles necessary to shop work is required. Working drawings, tracings and blue prints are made, and experience in their preparation required of the pupils. The completion of this work will be sufficient to obtain positions for graduates in drafting rooms. Structural drafting is offered as an elective. The Normal course is divided into two parts: Academic work for first and second year students and professional work for juniors and seniors. Students who have completed the academic work and do not wish to pursue the professional course may elect to do advanced academic work.

Academic Course—The pupils make such problems as the following: Knife box, taboret, center table, library table, settee, Roman chair, lamp stand, hall tree, plate rack, picture frame, magazine case, truss framing, rafter cutting. Two periods a week. First and second years.

Professional Course—Juniors and seniors who elect to take the work must finish a series of problems to cover a suitable course for teaching. They will be required to write a course of study and to do a certain amount of teaching. The completion of this work will enable them to secure positions of manual training or to embody the work in gen-

eral school work to a large extent. The students have access to a number of excellent manuals, art magazines, and industrial publications for suggestions and assistance. Two periods a week. Junior and senior years.

MILITARY DRILL

Mr. Irish

This work is intended to accomplish several important results. In the first place it is a valuable means of physical culture and training of the muscular sense. The exercise attendant upon a lively drill in the open air is of a nature well calculated to overcome the effects of close application to study, to promote a healthy circulation and to prepare the mind for more vigorous effort. Again, daily attention, even for short periods, to correct position in standing and walking, gives a springy step, an erect carriage and a soldierly bearing, that can scarcely be attained by any other means. Moreover, the strict discipline which is inseparable from properly conducted military work is eminently conducive to the acquiring of orderly and systematic habits, personal neatness, prompt response to direction and self-control. At the same time the graduation of authority and division of responsibility from private to captain furnish a valuable object lesson in government, while the actual knowledge gained makes the student a more valuable citizen, preparing him, as it does, the better to take upon himself the work of his country's defense in time of need. The objection which has sometimes been opposed to military drill because of its one-sided character is entirely met and overcome by the use of the setting-up exercises, the bayonet drill and the calisthenic exercises with and without the piece, while the attractive nature of the work gives to it that spontaneous character without which exercise is valueless.

The course, which is required of all male students who are free from physical disability, includes "the setting-up exercises" as prescribed for the United States Army, the school of the soldier, the school of the company, the bayonet exercise, calisthenic and barbell exercises, extended order work and battle formation for the company acting alone, the ceremonies of parade and guard mounting and the duties of sentinels. The principles of battalion movements are explained and outlined in order to illustrate the relation of the company to larger bodies of troops.

By an act of the Twenty-first Legislative Assembly of the Territory of Arizona, the military organization of the

Normal School of Arizona is made a part of the National Guard of this Territory, to be known as the Normal School Cadet Company. The military instructor holds the rank of captain and commissions are issued to the student officers of the company. Upon graduating from the institution, or being honorably dismissed therefrom, such officers may resign their commissions or hold the same as retired officers of the Cadets, liable to be called into service by the Commander-in-Chief in case of war, invasion, insurrection or rebellion.

Under this law, the requisite ammunition and accessories for a course in target practice will be furnished to the institution each year. The company target range is situated within a mile of the campus in a safe location, and much interest is taken in this important work, a large per cent of the young men annually qualifying as marksmen or sharpshooters under the regulations prescribed for the National Guard. Three or four days are spent each year in camp, giving practical experience in camp routine, issue of rations, guard duty, signal practice and extended order work. The uniform, which is required to be worn at all drills, is of cadet grey, neat in style, serviceable and comfortable. Directions for ordering the uniform will be furnished to prospective students upon application to the president. Drills will occur three times per week during the year. None are excused from the regular drills except upon the presentation of a written certificate of disability signed by a physician. Satisfactory completion of the work in this course entitles the student to one unit credit toward graduation. Three periods a week.

DEPARTMENT OF MUSIC

Mr. Johnston

Music is a part of the professional work of the course and credits the student with one unit of the nine required in that department of study. The aim is to make the student entirely self-reliant in music reading, independent in carrying any part within the range, and suiting the character of the possessor's voice, and to develop a genuine love for music. Ample opportunity will be given for chorus practice, and results have demonstrated that this work has developed into one of the most attractive and useful features of the school routine, not only acquainting the students with the very best music of this class, but also enabling them to do acceptable service at the daily morning exercises, and on special occasions of various kinds. At least one important musical work is performed each year by the school,

under the direction of this department; usually an opera, suitably staged and costumed, has been given in the Spring, but this year it was decided to change the time of this event to Fall, or early winter. Such work affords students splendid opportunity for solo and chorus practice, and the new Auditorium, with its large stage and growing equipment will add greatly to the interest of this performance this year.

Many of our students take instruction in piano playing; there are a few excellent piano teachers in Tempe, and while this has to be done outside of school, by private arrangement with those teachers, and the lessons paid for, the pianos of the school are made available for the convenience of practicing, and such students may have stated hours assigned them upon application.

Voice culture and sight reading are the branches of music taught in the school, and three years are required to complete the course, divided as follows: Scale and Song materials containing mostly diatonic progressions, enabling the student to acquire not only a working knowledge of the diatonic scale and its intervals, but a repertoire of good songs as well. First year. Two periods per week. Text book—1st book, Melodic Course, Natural Music Series.

Scale and Song materials, continuing study of diatonic progressions, with the addition of study and practice of chromatic progressions, and progressions of the minor modes, both in melodic form and part singing. Second year. Two periods per week. Text book—2nd book, Melodic Course, Natural Music Series.

Work in sight reading is continued, instruction in elementary harmony given, and methods of teaching music in the public schools discussed. Third year. Two periods per week. Text books—3rd book, Melodic Course, Natural Music Series, and Emery's Elements of Harmony.

Students of advanced standing, entering for the first time, are required to make such grades as may be prescribed.

BIOLOGICAL SCIENCE

Mr. Ayer

What has been said of the study of science in general may be applied in particular to the study of biology, and more and more is the consideration of living organisms become recognized as a fundamental factor of education. It will be the aim of the department to present in sequence the subjects of zoology, botany, and physiology, co-ordi-

nated into a unified course of biology. While the presentation of the course will employ strictly scientific methods, it will be adapted to the needs of teachers of nature study and physiology in the public schools.

Zoology—This course introduces the study of biology. After a preliminary survey of the purpose and scope of the course, the study of a typical insect, usually the locust is begun. Field study of its habits is followed by a careful and thorough laboratory study of its structure. This introduces the general principles of anatomy and familiarizes the students with zoological nomenclature. The study of structure is made a basis to the understanding of the fundamental functions of life. Following the locust, one type from each famliy of the Orthoptera, one from each order of Insecta, and one from each class of Arthropoda are studied. The careful research among these related groups affords the student a knowledge of systematic classification and a comprehension of animal physiology, ecology, and the factors of organic evolution. The remainder of the semester is devoted to a similar study of the prominent types of the other branches of the animal kingdom. While the course in zoology is based upon work in the laboratory, particular stress is laid upon the habits and economic importance of living animals, and the student is encouraged to develop a permanent interest in nature study. Students are instructed in and held to proper scientific methods of recording their observations in note-books. The powers of observation are strengthened and habits of careful, systematic thought developed.

A well selected set of reference works by standard authors are available to student use, and the fauna of the surrounding country furnishes a copious field for special work. G. W. Hunter and M. C. Valentine's Laboratory Manual of Biology is used in the laboratory, and Alvin Davison's Practical Zoology in the class-room. First semester. Second year. Three recitations and four laboratory periods a week.

Botany—The study of botany is peculiarly adapted to cultivate the powers of observation, and to arouse an interest in and a love for the beauties of nature. For this reason knowledge of plant life is especially valuable to the teacher, as furnishing a basis of attractive and interesting courses of nature study for all grades of the elementary schools. The underlying principles of vegetable anatomy and physiology are dealt with in as thorough a manner as practical, but the fact is recognized that the life relations

of plants are of more interest and importance to mankind in general. The student is, therefore, not allowed to restrict his horizon to the limits of the vegetable cell, but is led to study the relation of the plant to the conditions under which it lives, and to the effects of soil, climate, and other factors of environment upon its form, structure and habits.

The work in zoology terminates and that of botany begins with the joint consideration of the protozoa, the single-celled animals and the simple algae, the single-celled plants. Both of these groups are found in abundant variety on and near the campus. In this study the student learns the use and manipulation of the compound microscope. By means of these and class demonstrations with the projection lantern an accurate knowledge of cell life, and a clear understanding of the essential biological processes of nutrition, respiration, irritability, sensation, and reproduction are gained.

This is followed by an investigation of typical cryptogams, including a consideration of bacteria. This is succeeded by a laboratory study of the conditions affecting the germination and growth of the seed, the morphology, structure, and functions of the root, stem, leaf and flower. The course is concluded with the study of the chief families of flowering plants. The campus and the surrounding country abound with varied forms of plant life. The student is required to study these until he is familiar with the common flowers and trees. Many types serve to illustrate the pollination, fertilization and other factors of plant ecology. The entire course is illustrated by experiments performed by the individual student in the laboratory and by field trips at frequent intervals. Experimental demonstrations by the instructor illustrate the entire course. Each student is required to keep a neat and systematic record of all observations and investigations, and to illustrate the same by careful drawings and sketches. Hunter & Valentine's Laboratory Manual of Biology is used as a laboratory guide, and J. M. Coulter's Text Book on Botany in the class-room. Second semester. Second year. Three recitations and four laboratory periods a week.

Physiology—The general idea of life processes which the student has acquired in the course in zoology are here worked out in detail in their application to human physiology. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. The entire course is illustrated by class experiments and by dissections performed upon small animals. The health and efficiency of the human body are being more and more

esteemed, and the point of view that regards the human body as a living mechanism is not only the foundation of physiology, hygiene and sanitation, but particularly concerns intellectual and moral behavior. Therefore we bring into greater prominence the right conduct of physical life, hygiene and sanitation, and reduce anatomy to its lowest terms. Experimental work is done in the physiological laboratory throughout the course, and an especial effort is made to bring out the importance of sanitary living. Diet, exercise, bacteria, parasites and other factors of health are given an ample place in the course. This course is planned to afford prospective teachers a practical knowledge of physiology, sufficient for the needs of public school teachers of physiology and hygiene. To this end frequent reference is made to the content and method of the better class of the common physiology text books. J. E. Peabody's Lab. Exercises in Physiology and Anatomy is used in the laboratory and Hough & Sedgwick's The Human Mechanism forms the basis of the text book work. Second semester. Third year. Recitations and laboratory periods the equivalent of five periods a week.

PHYSICAL SCIENCE

Mr. Irish

Physics, A.—Two periods of laboratory work are accepted as equivalent to one period of lecture or recitation. A general course in elementary physics, including laboratory practice in measurements of length, mass, and time, in connection with a series of exercises designed to develop the leading principles of mechanics, heat, magnetism, and electricity, with selected exercises upon the subjects of sound and light. Milikan and Gale's First Course in Physics is used as a text. Junior year. First semester. Five periods a week.

Physics, B.—An additional semester's course of laboratory work in electrical measurement, sound, and light, accompanied by two lectures a week is open to those who have completed Course A, and who have shown special ability along this line. Such students may elect this course in place of the course in chemistry. Junior year. Second semester. Five periods a week.

Chemistry—Two periods laboratory work are counted equivalent to one of lecture or recitation. The course articulates with Course A in physics which precedes it. The student thus begins his work in chemistry with the advantage of previous experience in laboratory work and methods

and carries over with him a working knowledge of the gas laws and of the constitution of matter for which he now finds application. The fundamental principles of chemistry are developed as far as possible by the student's own experiments, many of which are quantitative in character. The simple quantitative work has a tendency to increase the care and accuracy with which the exercises are performed, but it is chiefly used to develop qualitative relations which otherwise would not appear. The exercises are so chosen as at the same time to make the student acquainted with the preparation, properties, and uses of the more important chemical elements and their compounds and with the practical application of chemical laws and processes. Considerable attention is paid to the discussion of modern methods of industrial chemistry, and especially to metallurgical processes. First Principles of Chemistry by Brownlee and others is used as a text. Junior year. Second semester. Five periods a week.

EARTH SCIENCE

Mr. Irish

Physiography—The relation of the earth to the other bodies in space is briefly discussed, particularly with reference to the change of seasons and its climatic effects. A brief review of general geography presents the salient features of the earth as a basis for the work which is to follow upon the world building changes in the earth's crust, the effects of elevation, erosion, and land sculpture. The work of streams, the effects of volcanic action, glaciation, and kindred topics are discussed at length and illustrated by laboratory exercises and by the use of a good collection of lantern slides. In preparation for the study of atmospheric agencies, weather, and climate, the student is required to make and record daily observations of the barometer, temperature, relative humidity, and other data. These observations are used as the basis of monthly reports of the weather, accompanied by barometer and thermometer curves and graphic wind charts. The student is taught to interpret the government weather maps which are received daily, and to which reference is frequently made in connection with the daily observations and the study of weather and climate. The use of contour maps and the construction of sections and profiles are taught early in the course in order that the student may be enabled to make use of the large stock of government topographic maps in the study of typical regions. The meteorological equipment includes a complete set of Green's thermometers, a good

barometer, barograph, thermograph, wind vane, anemometer, and rain gauge. The laboratory is supplied with wall maps, globes for class and individual use, relief models, and illustrative collections of rocks and minerals. Third year. First semester. Five times a week. Tarr's New Physical Geography is used as a text.

Geography—This course is intended as a thorough review of the subject preparatory to the year of practice teaching in the Training School. Methods of collecting and preparing illustrative material are discussed, and opportunity is given for the acquiring of collateral information which will be of use to the future teacher. Much practice is given in the various phases of map making and map reading, including the actual mapping of a limited area by the use of simple and easily constructed instruments. A considerable portion of the time is devoted to local geography and to the geography of Arizona. The work in general geography follows the plan of the Tarr and McMurry geographies, which are used as texts. The student is encouraged to draw as much information as possible from outside sources, particularly from the current magazines and reference works in the school library. A card index of articles of interest in this connection greatly facilitates the use of the library and periodicals. The leading geographical magazines are at the student's disposal. Junior year. Second semester. Five periods a week.

DEPARTMENT OF SPANISH

Miss Fernández

Spanish is the language of eighty millions of people, the greater part of whom now have active business relations with the United States. These relations are increasing rapidly through the acquisition of the Philippines and Puerto Rico, the steady investment of American capital in Mexico, the constructing of the Panama canal, and, chiefly, on account of the trade possibilities North Americans have seen in the great rich territory of South America. In truth, the best business opportunities of the day are offered to Spanish-speaking Americans with the necessary technical qualifications to identify themselves with the industrial development of Spanish America. A two years' course in Spanish is offered as an elective beginning the third year of the Normal course. High school graduates may elect Spanish the junior and senior years. In their entrance requirements in foreign languages, two years of Spanish are accepted as two units by the leading universities of the United States. The course is arranged as follows:

Elementary Spanish—In this year the foundation is laid for an enjoyable and thorough knowledge of the language. The work in grammar is enlivened with conversation and the reading of suitable prose. Text books—Worman, First Spanish Book, American Book Co.; Hills and Ford, Spanish Grammar, D. C. Heath & Co.; Bransby, Spanish Reader, D. C. Heath & Co.; Alarcón, El Capitán Veneno, D. C. Heath & Co.

Advanced Spanish—In the second year much attention is given to familiarizing the student with a wide range of idiomatic expression. Themes are written in Spanish upon the authors and works studied, and upon the historical development of the Spanish language and literature. In addition to the general work in conversation and composition, importance is attached to letter writing and the forms of commercial correspondence. Text books—Hills and Ford, Spanish Grammar, D. C. Heath & Co.; Ford's Spanish Composition, D. C. Heath & Co.; Galdós Doña Perfecta, American Book Co.; Larra, Parti a Tiempo, Americon Book Co.; Cervantes, El Cautivo, D. Appleton & Co.; Calderón, La Vida es Sueño, American Book Co.

The following are among the reference works available in the library: Galdós Electra; Hills, Bardos Cubanos; Alarcon, El Niño de la Bola; Nuñez de Arce, El Haz de Leña; Bretón ¿Quien es Ella?; Pereda, Pedro Sánchez; Echegaray, O Locura o'Sanidad; Moratín, El Sí de las Niñas; Galdós, Marianela; Valdes, La Alegria del Capitán Ribot.

PHYSICAL CULTURE

The work in physical culture is now conducted in the new building, the lower floor of which is occupied by the gymnasium, which has been fitted with the necessary apparatus for a thorough course in physical culture. The apparatus includes chest-weights, quarter-circle travelling-rings, rowing machine, apparatus for corrective exercises and a piano. The ordinary work in calisthenics is given with instructions in Indian clubs, dumb-bells, wand and mat exercises.

The work is required of all girls of the first three years, but is elective the last two years. Special attention is given to the needs of individual students. A certificate from a recognized physician, stating that the exercise would be injurious is the only excuse accepted by the school for non-participation in the work. The girls must be provided with proper gymnasium suits

made according to specifications furnished by the instructor.

DEPARTMENT OF PROFESSIONAL INSTRUCTION

Dr. Bolton, Mr. Matthews, Mr. Phelps

General Statement—The professional work of the Normal is its characteristic feature. Everything else is arranged to lead up to and culminate in the professional training of the graduates. Two courses in professional studies are offered; the first is given in connection with and as a part of the regular five years' course of the Normal and the second is open to the graduates of four years high schools who come to the Normal for the purpose of taking the professional training. This course covers two years of work. The professional instruction is equivalent to nine of the twenty-four units required for graduation.

Psychology—The aim of the course in psychology is to introduce the students to the scientific study of mind. The work is given by text books, experimental demonstration and lecture. The purposes kept in mind are to teach the principles of the science as far as that can be done in so short a course, to show by presenting observations and by experiment how a knowledge of the subject has been built up and to arouse the interest of the students in the introspective observation of themselves and in the study of mind objectively as it is displayed by children and adults in ordinary daily life. The work is given the first semester of the junior year. Text book—J. R. Angell, Psychology, Henry Holt & Co.

Pedagogy—The course in pedagagy follows directly upon that of psychology. There are two purposes to be met in the course: first to show the principles of learning and to develop from these the principles of teaching, and second, to make the applications of the principles of learning and teaching to the subjects in the course of study. As the students of this course begin their practice teaching at the beginning of the senior year the latter part of the course is devoted to making preliminary preparation in the methods of teaching for the various subjects in the course of study for the Training School. The more detailed study of methods comes during the senior year. For this preliminary preparation the various methods, aims and purposes that have been suggested for each subject of study by educational writers are gone over and some lesson planning in each subject is given. Such standard works as Roark's Method in Education, Winterburn's Method in Teaching and Charters' Method in Teaching are followed.

Second semester. Junior year. Text books—W. A. Bagley, The Educative Process, The Macmillan Co.; Irving E. Miller, The Psychology of Thinking, The Macmillan Co.

Junior Observation—As a part of the preparation of Junior class for taking up the work in practice teaching the class is given the opportunity of observing the teaching of the seniors and critic teachers during a part of the year. The aim of this work is to cultivate in the prospective teacher the habit of accurate observation of teaching work together with the power of fidelity in the recording of the same. An outline of the various plans of lesson giving is placed in the hands of the students, and this is gone over in careful detail and then lessons in some subjects of the course of study are planned by the students according to this outline. The students are then assigned to classes of the training School to begin the work of observing. These are some of the points in the outline taken up in successive observations: The observation and recording of the important facts of the lesson observed just as these facts have developed—this is to be done without interpretation or interpolation; the division of the lesson into its various parts with the facts so arranged as to show the type and divisions of the lesson; the methods of questioning both in relation to the subject matter of the lesson and to the control of the class through the method of questioning; the encouragement and discouragement of pupils together with their manner and attitude towards their teachers; the relations of successive lessons to one another are studied by making two successive observations in the same class—two or three sets of such double observations are made by each observer. The observations are written up immediately and as soon as possible thereafter the lesson or lessons are gone over by the critic teachers in the presence of the student teacher and the observers.

History of Education—The course in the history of education aims to present the cultural development of the race as this comes out in the growth of the schools and in the development of thought represented by the philosophers and educational reformers. It is a study of movements as represented by men in different systems of education. The work is given by text book, reports by the students and lectures. First semester. Senior year. Text book—Paul Monroe, Text Book in the History of Education, The Macmillan Co.

Ethics and Child Study—The work in Ethics aims to awaken in the students a clear consciousness of the vital

importance of moral problems and to show them the value of dealing with such problems by rational thinking. The work is taken up historically as this method has proved its usefulness in showing how the various theories of moral conduct have grown successively out of one another and how they stand related to other factors in the cultural development of the race. It is hoped that the students may be led to reflect upon the social order that is spread out before them to the end they may more easily adjust themselves to society as they find it. In the work in child study an attempt will be made to present the moral growth of children in its general relations to physical development and health. The student should be brought into that sympathetic contact with child life which is the only ground for a rational understanding of child nature and the successful handling of it. Second semester. Senior year. Text book—Dewey and Tufts, Ethics, Holt & Co.

School Economy and School Law—Instruction is given in these subjects during the last semester in the senior year. The work in School Economy is especially adapted to the needs of teachers who must manage schools without the help of a principal, and it deals with practical problems that arise in everyday school rooms of every grade. Rural school problems are given special attention. Among the topics included in the course is school organization; classification and grading of pupils; school discipline; the relation of teacher to pupils, parents, and social environments; arrangement of exercises and provisions relating to order; the keeping of records and making reports; the lighting, heating, ventilating, seating, and decorating of school work because of lack of knowledge of what to do when various problems of management arise, and it is the object of the course to help in this direction.

The course in school law aims to acquaint the students thoroughly with the school laws of the Territory, and to compare our laws with similar ones of other states and territories with a view of arousing an interest in the legislative enactment of such amendments to our school laws as will have a tendency to benefit our public school system. The course embraces a careful study of the laws relating to territorial, county and city supervision, including the powers and duties of Boards of Education, school officers and teachers; qualifications and certificating of teachers; the organizing, uniting and dividing school districts; the laws relating to school revenues derived from territorial, county and district taxation, including the apportionment of the same; uniform text books, course of study, and

library; regular school elections, bond elections, and district meetings, defining legal voters at each; the laws relating to compulsory education, teachers' institutes, census marshals, arboriculture, and special instruction, including kindergarten, manual training, domestic science, drawing, music and commercial courses.

Methods of Teaching—The work in methods of teaching covers three-quarters of a full year's work, the fourth quarter of the same year being devoted to the study of school law and school economy. There are two aspects to the work in methods as presented by the Normal: there is the work in the fundamental subjects of the course of study which includes reading, language and grammar, arithmetic, history, geography and elementary science or nature study; second, the work in special subjects such as hand work, drawing, rhythm and music. In the method work upon the fundamental subjects McMurray's special method books are followed. These books are carefully read and discussed. The subjects of the course of study which they treat are fully outlined and the types of lessons best suited to the various divisions of the subjects are suggested and planned. Some of the lessons that have been given in the Training School by the members of the class are gone over and further devices for improvement are suggested. The special methods are given by the critic teachers, each of whom is an expert in the methods and teaching of one or more of the special subjects:

Hand Work—The plans and aims of this work are designed to be of practical use to the teacher. It enables the graduate to teach art, basketry, weaving, cord work, paper sloyd, folding and cutting, not only as a subject but in its relation to other subjects. The materials used are such as the teacher will find accessible in any school.

Music and Rhythm—The seniors are given methods in teaching music according as it is taught in the grades from the first to the eighth and all the material with which they are supplied has the same direct connection with the music of the grades. In this work an effort is made to acquaint the student with the material used in teaching music in the public school and the manner of conducting a music class. Such points as rote singing, treatment of monotones, rhythmscale song, interval drill, ear training, sight reading and part singing are taken up and discussed, this work being graded according to the course given in the Modern Music Series, the text prescribed by law for the schools of Arizona. Seniors are given instruction in rhythm, being taught many singing games, action songs and folk dances

such as they should be able to teach in the lower grade music classes.

The Training School—The practice teaching given to the senior class is done in the Training School which has been established in connection with the Normal. The funds necessary for the founding of this school were appropriated by the Twenty-third Legislative Assembly of the Territory and the organization and administration of the school were provided for by statute: (Session Laws of the Twenty-fifth Legislative Assembly):

Chapter 87. Section 1. That every Normal Training School now or hereafter established in connection with a Normal School of Arizona shall for all purposes except as hereinafter provided be deemed and taken to be a part of the public school system and a branch of the public schools of the school district within which such training school shall be located and shall be governed by the Laws and Regulations relating to the public schools of Arizona, except as otherwise provided in this Act.

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Scetion 3. Every such Training School shall at all times be under the supervision, control and management of the governing board of the Normal School in connection with which it is established, Provided, however, that all teachers employed to teach in such training school, except the director or principal thereof, shall be employed by the governing board of such Normal School and the trustees of the school district in which such training school shall be located, acting jointly. And the school district in which such training school shall be located shall pay such portion of the total amount of the salaries or other compensation as may be paid each year to the teachers and other employees at such training school, employed by the joint action of both such boards, as shall be equal to one-half the amount of school moneys which it shall be entitled to have apportioned to it on account of the attendance at such training school during the preceding school year, Provided that pupils attending such training school from another school district than that in which such Normal School is located shall not be accredited with attendance in the school district in which said Normal School is situated.

Section 4. The governing board of such Normal School and the Board of Trustees of the district in which such Training School shall be located shall jointly prescribe from time to time such rules and regulations as they may deem proper governing the admission and attendance at

such Training School of children of school age residing within such school district and governing all pupils in changing the place of their attendance from such training school to another public school in such school district or vice versa. But the governing board of such Normal School shall at all times have the right to admit all children of school age residing within such school district not then registered during that year for attendance at another public school of such district to attendance at such training school up to such number as may be necessary or proper for the conduct of such training school and for the proper and efficient training of students from such Normal School in practice and profession of teaching.

The purpose of this school and the sole ground of its existence lie in the fact that it was to give opportunity to the graduates of the Normal for practice in teaching; its organization and nature turn upon this fact. However it is a school where children are taught the elements of an education, and the standards of work are maintained at as high a level as it is possible for skillful management and expert teaching to bring them. The Territorial course of study is in force in the school.

The building contains nine recitation rooms, two offices and one large double assembly room. It is a model of convenience and hygienic arrangement and is fitted with every modern device and all materials necessary to supplement the work of teaching a model school. The pupils of the school are drawn from the city of Tempe and its environs. All eight grades are represented. According to the present arrangement a child may enter the Training School in the first grade and with the completion of the work in the eight grades pass directly into the Normal. The number of pupils is limited, wherefore application should be made in advance for the admission of pupils. Admission of pupils will be made in the order of the application. The same method will be followed in filling vacancies that may occur during the year. The places of children who do not return at the opening of school in the fall will be filled by the children whose names stand upon the list in the order in which they appear. The advantages of the school lie in the fact of its exceptional equipment and in the expert individual supervision which is given the children. The play grounds are spacious and afford ample opportunity for healthful and wholesome play and exercise. A garden is maintained in connection with the school where the children are given opportunity to plant and watch the growth of flowers and vegetables.

Practice Teaching—At the beginning of each quarter the

seniors are assigned classes in the Training School. Each student then teaches four different classes for nine weeks during the year. As far as possible it is in a different grade and a different subject each time. After being assigned to a class the student teacher is given an outline of the subject which is to be taught. From this outline lesson are planned two before they are to be given and handed in to the critic teacher in charge of the grade. The lessons are then criticised and the student teacher is required to meet with the critic for a final discussion of the lesson before it is to be given. In this it is hoped that the teaching may be brought to the highest degree of practical efficiency and the sources of error reduced to the lowest limit. The student teachers are expected to consult frequently with the director of the practice teaching and with the teachers of the Normal who teach the same subjects in the Normal as they do in the Training School. It is required that the teachers of the Normal visit the classes in the Training School and assist in making further improvements in the methods of teaching their subjects.

Visiting of Schools—As a further adjunct to the teaching of methods and the preparation of the students to take up the work of actual teacher, the public school authorities have extended to the senior class the privilege of visiting the schools of Tempe. Furthermore as the graduates of the Normal must in most cases teach for a year or two in the country or rural schools, a plan of taking the senior class to visit the rural schools in the vicinity of Tempe under the charge of their critics has been carried out for several years. This has been looked upon as a most helpful device in making real the work of teaching in this class of schools.

COURSE OF STUDY FOR TRAINING SCHOOL

SUBJECT	1st Grade		2nd Grade		3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
	Number of Recitations	Length of Recitations	Number of Recitations	Length of Recitations	Number of Recitations	Length of Recitations	Number of Recitations	Length of Recitations	Number of Recitations	Length of Recitations	Number of Recitations	Length of Recitations	Number of Recitations	Length of Recitations	Number of Recitations	Length of Recitations
Arithmetic	.....	.....	5	25	5	45	5	45	5	45	5	45	5	45	5	45
Reading	15	20	10	25	10	30	10	30	10	30	5	30	3	45	3	45
Writing	5	20	5	20	5	20	5	20	5	20	2	20	.....	.....	.....	.....
Spelling	5	20	5	20	5	15	5	15	5	15	5	15	3	25	5	25
Language	5	25	5	25	5	25	5	25	.....	.....	.....	.....	.....	.....	.....	.....
History	.....	.....	.....	.....	.....	.....	.....	.....	†5	20	5	45	5	45	*5	45
Drawing	5	25	5	25	5	20	5	20	3	45	3	45	3	45	3	45
Manual Training and Hand Work	.....	.....	.....	.....	.....	.....	.....	.....	2	45	2	45	2	45	2	45
Domestic Science	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	90	1	90
Sewing	.....	.....	.....	.....	.....	.....	.....	.....	1	45	1	45	1	45	1	45
Music	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20
Geography	.....	.....	.....	.....	5	45	5	45	5	45	5	45	5	45	*5	45
Grammar and Composition	.....	.....	.....	.....	.....	.....	.....	.....	5	45	5	45	5	45	5	45
Civics	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	†5	45
Physiology	.....	.....	.....	.....	.....	.....	.....	.....	*5	25	*5	25	2	45	†5	45
Nature Study	2	20	2	20	2	20	2	20	2	25	2	25	2	25	2	25

*First Semester. †Second Semester.

NOTE—The domestic science requires a double period and displaces two other studies once a week.
The periods of 45 minutes include study periods for some studies.

Library and Museum

Miss Peters

Library—The library and reading room occupy two well-lighted rooms on the first floor of the Main building. At present there are about six thousand volumes, and in addition to this many valuable and useful government publications. There are complete sets of encyclopedias, biographical dictionaries, gazetteers, atlas, etc., some of which are placed in the assembly hall and in the several recitation rooms, so that the students may more conveniently consult them at any time. The books are classified according to the Dewey decimal system, which places all books on a kindred subject together on the shelves. A dictionary card catalog giving author, title and subject, greatly increases the usefulness of the library.

Library Instruction—A brief course in Library Instruction has been prepared for those who wish to take it. The first part of the course will include talks on the use of the library in general—classification and arrangement of books, use of card catalog and periodical indexes. The second part of the course will include the relation between library and school, book-binding, book selection and buying, preparation for the shelves, accessioning, classification and book numbers, cataloging and charging systems.

Besides the books in the cases the library is supplied with the following list of magazines which are bound at the end of the year, regularly entered and placed on the shelves with the other books: Advocate of Peace, American Architect, American Botanist, American Boy, American Carpenter and Builder, American Educational Review, American Historical Review, American Journal of Archaeology, American Journal of Philology, American Physical Education Review, American Political Science Review,. Annals of the American Academy, Army and Navy Register, Atlantic Monthly Book Review Digest, Boston Cooking School Magazine, Botanical Gazette, Century, Classic Journal, Classical Philology, Classical Review, Classical Weekly, Collier's Weekly, Concrete, Craftsman, Cumulative Book Index, Current Events, Current Literature, Dietetic and Hygiene Gazette, Edinburgh Review, Education, Educational Review, Elementary

School Teacher, Electrical Age, Electrical World, Engineering Magazine, Etude, Everybody's, Forum, Government Publications, Harper's Monthly, Hints, House Beautiful, Independent, International Studies, Journal of Geography, Journal of Geology, Journal of Home Economics, Journal of Philosophy, Psychology and Scientific Methods, Keramic Studio, Las Novedades, Library Journal, Literary Digest, Machinery—Eng. ed., Machinery—Shop ed., Manual Training Magazine, Musician, Nation, National Geographic Magazine, National Guard, National Prohibitionist, Nature, North American Review, Outlook, Pedagogical Seminary, Physical Culture, Plant World, Political Science Quarterly, Popular Educator, Popular Mechanics, Popular Science Monthly, Posse Gymnasium Journal, Primary Education, Psyche, Psychological Review, Psychological Bulletin, Pure Products, Readers Guide to Periodical Literature, Review of Reviews, St. Nicholas, School Arts Book, School Hygiene, School Music, School Review, School Science and Mathematics, Science, Scientific American and Supplement, Spectator, Suburban Life, Survey, Teachers' Monographs, Technical World, Western Journal of Education, World's Work, Youth's Companion.

Museum—The museum occupies a well-lighted room 50x20 feet on the second floor of the Science building. While it is yet in its formative stage, it already contains a set of typical minerals and a fair sized collection of minerals representative of the mining industries of Arizona. Valuable additions to these collections are made from time to time by friends of the institution. It is intended to make the museum a strong educational feature of the school by arranging the collections so that they may be of use in the nature study and geography work of the Training School.

The Student—"The Tempe Normal Student" is a weekly paper published by the students of the Normal. Its chief purpose is to give the students practical work in writing and it is thought that this purpose is best fulfilled by writing up the daily activities of the school life with which the students are perfectly familiar and of which they are a part. Essays and stories submitted in the department of English either as a part of the regular work or in competition for the prizes and medals offered for this kind of work frequently find publication in the paper. In this way the paper becomes a stimulus not only to the student life of the school but also to the interest in English work. The paper, however, is a student publication, and the students are responsible for its coming out.

For the past three years the "Student" has offered two medals to the pupils of the Arizona high schools to be competed for in a declamatory contest held at Tempe in March. In addition to these medals three other silver trophy cups are offered in athletics to be competed for the various classes of the Normal. These inter-class contests have played an important role in the life of the school and have done not a little to the fostering of a wholesome rivalry among the classes, and they are besides a valuable adjunct to the work in physical culture.

Literary Societies—There are in the Normal three well organized and well conducted literary societies—the Alpha, Olympian, and Philomathean. Every student of the institution is a member of one of them. The work of the students in these societies is considered a part of the regular work of the school. The regular meetings of the societies are held Wednesday afternoon from 4:00 to 4:50, and public programs are prepared from time to time during the year. The regular meetings are conducted according to parliamentary usage, and are designed to acquaint the members with the customs and practices of deliberative bodies, to give an impetus to literary work and to public extemporaneous speaking. The members of the faculty are honorary members of all societies. In addition to these regular societies, the young men of the institution have organized a society for the special purpose of practice in debate. The society is known as the Athenian Debating Club. Its time of meeting is Wednesday evening.

Lectures—Effort is made to arrange for a series of public lectures by members of the faculty and others from the outside who may be available. Prominent people visiting Tempe are frequently secured to give short talks from the rostrum at the opening exercises in the morning.

Athletics

Students are urged to take an active part in athletic games and exercises. The athletic training is under the personal charge of regular members of the faculty. While the students are encouraged to participate in athletics, such participation is held subordinate to the educational work of the institution. Students deficient in studies, irregular in attendance or unsatisfactory in deportment are not permitted to represent the Normal as members of its athletic teams. The athletic work has been greatly stimulated by the presentation of three silver cups. These were given by the "Student" and stand as prizes to be contended for annually by the various class teams in track, tennis and basketball.

Tennis—The one branch of athletics that does and can do most for class spirit is tennis. In it the class as a whole is best represented. Several splendid courts—the best in the territory—have been made and are kept up by the school Everything is done that will enable the students to enjoy the game to the fullest during the whole school year. In February of each year a tournament is held, wherein the most prominent schools of this part of the territory take part. Two valuable cups are offered for the men's games, while individual prizes go to the winners in the ladies' games. In addition to this event, inter-class matches are held, generally two each year. Besides matches are held with other leading schools not represented in the tournament.

Basketball—A Basketball association is maintained by the young women of the school, who find in this form of exercise a wholesome sort of outdoor recreation and amusement. Two excellent courts for this game are located upon the campus, convenient to the girls' hall, and the games are under the supervision of a member of the faculty. Much interest and a healthy spirit of rivalry are aroused by the annual contest for the silver cup offered by the management of the Student. This trophy is awarded each year to the class whose representative team wins the largest number of games in the inter-class series. This honor passed, this year, to the class of 1911. In addition to the inter-class games, several match games are played each year with teams from other institutions. This year's team won the

silver cup representing the championship of the Salt River Valley.

Track—The development of track athletics at the Normal has been most remarkable. . Notwithstanding the fact that the comparative number of boys attending the Normal is small, their track teams have not only won numerous championships, but have attained a standard creditable to any college or university team. The Normal School is a member of the Arizona Interscholastic Athletic Association which conducts annual track meets among the representative schools of the territory. Last season the Normal team won the championship making more points than all of the other teams combined. This efficiency has been attained by a system of coaching that makes each boy his own trainer. As such he studies the proper method of physical development and obtains a practical knowledge invaluable to his future years. Individuality, self-reliance and self-control are encouraged here as elsewhere, and with equally favorable results. There is a fine track on the campus for distance events and a 220-yard straight-away course for sprints. Suitable apparatus for all the standard events has been purchased and all young men are urged to enter this field of athletics.

Baseball—Efficiency in baseball has been gradually attained until the Normal team is now one of the best in the Southwest. During the past year it not only won the championship of the Valley Interscholastic league, but the amateur championship of the territory. During the past five years they have won the championship four times. Only bona fide students in good standing in their classes and deportment are permitted to become members of the teams. Besides the interscholastic series of nine games, an annual series of games is played with the University of Arizona and other leading teams. The Normal diamond, located on the campus, is reputed to be the finest in the territory. The training quarters are provided with shower baths, while the association furnishes suits, gloves and other supplies.

Register for 1909-1910

NORMAL DEPARTMENT

Alexander, Don....Pima Agency
Alexander, Enid.....Tempe
Alexander, Marie.....Tempe
Augustine, Clara.....Mayer
Austin, Beulah .....Tempe
Baker, Agnes.....Tucson
Baker, Annie.....Tucson
Barbour, Winona.....Tempe
Barkley, Robena.....Glendale
Barr, Hazel.....Phoenix
Beardsley, Eunice.....Helvetia
Beddow, Mabel.....Lowell
Belknap, Carroll..El Paso, Tex.
Bell, Emma....Valley City, N. D.
Billingsley, Ethel.....Clifton
Blake, Parley.....Tempe
Blakely, Ted.....Kingman
Blendinger, Katherine...Phoenix
Blount, Anna.....Phoenix
Bond, Eliza.....Mesa
Bone, Katherine.....Phoenix
Bowden, Albertina.....Miami
Brady, Forest.....Tempe
Braly, Inez.....Phoenix
Branaman, Lillian.....Florence
Brandenberg, Annie..Winkelman
Breedlove, Fannie.....Phoenix
Brown, Burnadette...Tombstone
Brown, George.....Tombstone
Calkins, Francis.....Tempe
Carrol, Hazel.....Mesa
Carroll, Anna.....Phoenix
Carter, Courtlandt.....
.....Walnut Grove
Carter, Glenna.....Walnut Grove
Casanega, Flora.....Calabasas
Casanega, Nellie.....Calabasas
Chilson, Bessie.....Tempe
Coffman, Edna.....
.....Long Beach, Cal.
Coffman, Helen.....
.....Long Beach, Cal.
Cole, Charles.....Tempe
Cole, Lena.....Tempe
Cole, Lois.....Tempe
Cole, Maude.....Tempe
Cole, Rita.....Tempe
Conroy, Olive.....Tempe
Cooke, Ercel.....Globe
Corbell, Mary.....Tempe
Corbell, Paul.....Tempe
Corbell Victor.....Tempe
Cox, Loreen.....Jerome
Coyle, Velma.....Phoenix
Craig, Edward.....Tempe
Creighton, Norma.....Phoenix
Critchley, Dan.....Tombstone
Crook, Pearl.....Tempe
Cummings, June.....Tempe
Cummings, Lucy.....Tempe
Cummins, Blanche.....Tempe
Davis, Frances.....Phoenix
Dean, Moffatt.....Gila Bend
Diaz, Antonia.....Solomonville
Dichtenmiller, Lena.....Clifton
Dickinson, Jessie.....Tempe
Dickinson, Meda.....Tempe
Dines, Flossie.....Tempe
Doherty, Edith.....Nogales
Dorsett, Pearl..Spartanburg, S.C.
Douglass, Dorothy.....Tucson
Duffy, Mary.....Tucson
Duncan, Carrie.....Bisbee
Dunlap, Mary.....Douglas
Dykes, Leonard .....Mesa
Ellingson, Alma .....Phoenix
Ellingson, Jennie .....Phoenix
Everett, George.....Duquesne
Everett, Grace.....Duquesne
Felch, Bessie.....Phoenix
Fike, Aura.....Naco
Finch, Bert.....Tempe
Finch, Lora.....Tempe
Fogal, Edythe.....Tempe
Goodfellow, Lillias.....Pine
Goodwin, Leona.....Tempe
Goodwin, Olga.....Phoenix
Gordon, Ernna.....Phoenix
Graham, Mary.....Steelville, Mo.
Griffen, Horace.....Tempe
Griffin, Mary.....Tempe
Haby, Romeo.....Wilcox
Halbert, Jackson.....Tempe
Halleck, June.....Signal
Hanson, Wiley.....Tempe
Harbeson, Nina.....Tombstone
Harmon, Pansy.....Tempe
Hart, Mildred.....Bisbee
Haulot, Leon.....Phoenix
Heaton, Hazel.....Mesa
Hendrix, Bertrande.....Tempe
Higgins, Rena.....Mammoth
Hodnett, Geraldine.....Tempe
Holmesley, Hallie.....Tempe
Johnson, Ruby.....Hereford
Johnston, Edith.....Tempe
Johnston, Ida..Los Angeles, Cal.
Johnston, Kenneth.....Tempe
Johnston, Ola.....Junction
Jordan, Bradley.....Los Angeles
Jungermann, Albert .....Tempe
Jungermann, Otto .....Tempe
Keating, Lulu.....Bisbee
Keating, Mary.....Florence

Kiesling, Marguerite.... .....
.....Medford, Wis.
Kittle, Grace.....Globe
Kittle, Ruth.....Globe
Larson, Nathaly.....Bisbee
Larson, Robert.....Bisbee
Lassator, Laura.....Safford
Leavell, Marjorie.....Tempe
Lee, Irma.....Phoenix
Lee, Ivy.....Phoenix
Lemons, Paschal.....Pearce
Lewis, Amy.....Tempe
Lorona Eliza.....Florence
Lynch, John.....Ray
McComas, Ruth.....Tempe
McGill, Laura.....Tombstone
McGowen, Gladys.....Globe
McKay, May.....Congress
McKay, Nettie.....Congress
McKee, Marguerite.....Phoenix
McNeley, Allene.....Phoenix
McNulty, Frances.....Tempe
Martin, Arthur.....Cline
Meskimons, Lillian.....Tempe
Meskimons, Lucile.....Tempe
Miller, Emma.....Tempe
Miller, Lyda.....Tempe
Miller, Rose.....Tempe
Millet, Neoma.....Mesa
Morrison, Lucille.....Prescott
Moss, Florence.....Tempe
Mullen, Cecil.....Tempe
Mullen, Edith.....Tempe
Mullen, John.....Tempe
Mullen, Lois.....Tempe
Mumford, Hazel.....Mesa
Nash, Lucy.....Miami
Nash, William.....Miami
Nichols, Warren.....Tempe
Oxley, Ruth.....Twin Buttes
Painter, Juanita.....Tempe
Parry, Katherine.....Tempe
Passey, Viola.....Mesa
Pattee, Leonard.....Florence
Pearce, Zetta.....Mesa
Peart, Dan.....Casa Grande
Peck, Helen....Worcester, Mass.
Peck, Ralph....Marshalfield, Wis.
Perkins, Benjamin.....Junction
Perry, Altha.....Kingman
Pickrell, Charles.....Phoenix
Pieper, Emma.....Payson
Priest, Annie.....Tempe
Quinn, Mabel.....Tempe
Rafoth, Lulu.....Bisbee
Rice, Bessie.....Phoenix
Richards, Ethel.....Tempe
Robbins, Irene.....Tempe
Robbins, Ruth.....Tempe
Robertson, Dorris.....Mesa
Robinson, Fern.....Jerome
Rogers, Elva.....Mesa
Rogers, Grace.....Mesa
Rogers, Mabel.....Mesa
Sandoz, Vernice.....Tempe
Schoshusen, Flora.....Tempe
Scott, Vera.....Detroit, Mich.
Sheldon, Joe.....El Paso, Tex.
Shew, Edna.....Walnut Grove
Shivers, Maud.....Solomonville
Sine, Eva.....Tucson
Smith, Aileen.....Douglas
Spear, Lola.....Tempe
Standage, Earl.....Mesa
Stayton, Lillian .....Humboldt
Stewart, Marie.....Tempe
Stewart, May.....Florence
Stewart, Norton.....Mesa
Stewart, Olin.....Mesa
Strumm, Ethel.....Miami
Sturgeon, Beulah.....Tempe
Swiggett, Charles .....Phoenix
Tamborino, Dorothy....Congress
Terrell, Mary.....Clifton
Thiel, Alice.....Tombstone
Thomas, Charles.....Globe
Thomas, Frank.....Globe
Thomas, Margarita.....Globe
Thompson, Josie.....
.....Spring Valley, Ill.
Tompkins, Amy.....Phoenix
Tompkins, Ruby.....Phoenix
Tong, Anna.....Bisbee
Tong, Maude.....Bisbee
Treat, Gussie.....Flagstaff
Tucker, Nettie.....Tempe
Turner, Eva.....Tempe
Turner, Ruth.....Tempe
Waddell, Beulah.....Safford
Waddell, Laveda.....Safford
Walker, Lucile.....Phoenix
Warner, Edith.....Tempe
Waterhouse, Jessie.....Tempe
Weaver, Anna.....Forbes, Mo.
Webb, Mabel.....Roosevelt
Webb, May.....Douglas
Webb, Norma.....Roosevelt
Weedin, Jennie.....Florence
Weir, Irene.....Tempe
Welborn, Lela.....Phoenix
White, Garland.....Tempe
Wilcox, Georgia.....Tombstone
Williams, Bradford.....Thatcher
Windes, Cecil.....Tempe
Windes, Eustace..Mercer, Tenn.
Wood, Grace.....Tempe

TRAINING DEPARTMENT

Austin, Harold
Asedo, Artura
Benetes, Angelita
Benetes, Fred
Benetes, Jose
Benetes, Pedro
Blount, Raymond
Brown, Elvin
Blount, Marie
Blount, Paul
Bauer, Marie
Bracamonte, Mary
Bracamonte, Angel
Cole, Roy
Crafts, Lowell
Cooper, Minnie
Chase, Ruth
Crook, Alta
Coffman, Helen
Chilson, Warren
Chase, Iola
Calkins, Mary
Calkins, Dorothy
Corbell, Ethel
Carter, George
Cole, Annie
Cole, Ruthie
Crook, Lamer
Cole, Lewis
Corbell,, Ethel
Chilson, Edna
Crook, Veiva
Chilson, Wilmirth
Cole, William
Dobbie, Searles
Flummerfelt, Percy
Fisk, Warren
Frizzell, Stella
Frizzell, Florence
Fisk, Louise
Goodwin, Alverta
Geary, Helen
Goodwin, Gordon
Green, Fred
George, Mark
George, Burney
Galas, Elisa
Galas, Miguel
Galas, Carmen
Galas, Petra
George, Verda
Geach, Frances
Griffin, Evelyn
Haulot, Gertrude
Horn, Rolla
Hudlow, Lois
Ruiz, Joe
Halbert, Crellie
Hanson, Lucy
Haulot, Helen
Harbeson, Kenneth
Hurtado, Jose
Hudlow, Mary
Imperial, Amulia
Johnston, Myrtle
Johnston, Janet
Jordon, Seas
Johnston, Roland
Johnston, Dorothy
Johnston, Helen
Kirkpatrick, Earl
Kirkpatrick, Helen
Knight, Alice
Kirkpatrick, Robert
Laney, Grant
Lohman, Henry
Love, Ernest
Le Sieur, Harold
Lee, Walter
McGrath, Pearl
Mendez, Ramon
Miller, Floyd
Meyer, Margaret
Moss, Lulu
Matley, Welcome
Miller, Charlie
Miller, Horace
Meyer, Clifford
McLennan, Kenneth
Miller, Anna
Miller, Gussie
Manley, Mildred
Meyer, Albert
Moss, Bryan
Meyer, Carl
Murchison, Dan
Noreiga, Beatrice
Oviedo, Rosa
Oviedo, Marguerita
Oviedo, Susie
Pattee, Cecilia
Pulsifer, Maurice
Perry, Cipo
Perry, Walter
Pulsifer Paul
Perry, Wesley
Pulsifer, Dean
Perry, Eddie
Perkins, Fannie
Roma, Rita
Robbins, Dick
Ruiz, Mary
Ruiz, Josie
Rydberg, Ivar
Surface, Henry
Sarratigue, Georgia
Soso, Renaldo
Spangler, Ruth
Smith, Owen
Suratos, Gregoria
Seals, Irving
Stone, Frank
Simmons, Linton
Spangler, Lulu
Spangler, Lola
Seals, Neva
Stone, Isabella
Strumm, Irvine
Scudder, Lucille
Sedig, Herman
Siprell, Earl
Teeter, Ronald
Teeter, Zella
Thatcher, Tom
Turner, Ruth
Tong, Raymond
Thatcher, George
Teeter, Earl

Triplet, Myrtle
Teeter, Sam
Teeter, Glen
Teeter, Eva
Turner, Nevada
Tucker, Myrtle
Tucker, Elyott
Tong, James
Uvez, Francis
Uvez, Manuel
Uvez, Carmelita
Van Riter, John
Valencia, Lupita
Warner, Ruth
Williams, Susie
Williams, Hazel
Willet, Eli
Windes, Teldon
White, Irvil
Westover, Stella
Williams, Myrtle
Wood, Stanley
White, Elvin
Watson, Ernest
Walker, Marjorie
Zimmerman, Wesley
Zimmerman, Erdine
Zimmerman, Erma
Zimmerman, Marcia

SUMMARY OF REGISTRATION

Normal Department	225
Training Department	166
Total	381

Alumni Register

NAME ADDRESS

CLASS OF 1887

Etta Bromell (Mrs. J. Webster Johnson)....Los Angeles, Cal.
Georgia A. Holmesley....Clifton
Reese M. Ling (District Attorney, Yavapai County)....Prescott
Colonel J. H. McClintock....Postmaster, Phoenix
Gertrude Pomeroy *

CLASS OF 1888

Kate Cummings (Mrs. Fisher Bailey)....Tempe
Martha Sears *
Henry Q. Robertson....Mesa

CLASS OF 1890

Nanna Brown (Mrs. John Knight)....Tempe
Lena Coughran (Mrs. J. M. Sears)....Tempe

CLASS OF 1891

Lee Gray, LL. B. (Yale, 1893) (Attorney)....Los Angeles, Cal.
Josephine Frankenberg....Tempe

CLASS OF 1892

Lillian J. McAllister....Los Angeles, Cal.
Victoria B. Shaw (Mrs. Geo. K. Smith....Tucson

CLASS OF 1893

Mamie Anderson (Mrs. J. E. Boyd)....Wickenburg
Agnes Halbert
W. I. Melton....Toluca, Cal.
Lidia Rembert....San Francisco, Cal.
Mary Wingar (Mrs. Harry Archibald)....Pasadena, Cal.
Chas. C. Woolf, LL. B., (Univ. of Colo.) (Attorney)....Tempe

CLASS OF 1894

Myrtle Alpin (Physician at Napa Insane Asylum)
....East Highland, Cal.
Joseph T. Birchett....Tempe
Addine Bury (Mrs. Ira Reedy)....La Canaea
Nettie Clay (Mrs. Ashby Hawes)....Tempe
Agnes Dobbie (Mrs. J. D. Loper)....Phoenix
Allie Gray (Mrs. Joe Sparks)....El Paso, Texas
Leroy F. Hill....Birmingham, Ala.
Mary E. McNeill....Tempe

*Deceased.

NAME	ADDRESS
John Metz	Tucson
Blanche Newell	Mesa
Rosina Pomeroy	Mesa
Ella Sanders (Mrs. Louis Cordon)	Shumway, Miss.
Anna R. Stewart	Tempe
Ida M. Woolf (Mrs. A. J. O'Connor)	Tempe

CLASS OF 1895

Mariam Anderson (Mrs. M. A. Davenport)	Wickenburg
John R. Brichett	Tempe
John J. Carroll	Tempe
Carrie Culver	Corona, Cal.
Lottie Gibson (Mrs. R. L. Mullen)	Tempe
Allie Holmesley (Mrs. Josiah Williams)	Pima
J. Wallace Morse	St. Louis, Mo.
Chas. P. Mullen	Tempe
Roscoe Walsworth, LL. D (Harvard University '05)	Boston
Maude J. Welcome (Mrs. Hudson Searles)	Tucson
Bertha Wilson	Tempe
E. Stanley Windes (Mrs. Metzgar)	Tempe

CLASS OF 1896

J. Lawrence Abell	Tucson
Nellie C. Culver (Mrs. Roy Frankenberg)	Imperial, Cal.
Don J. Frankenberg	Tempe
Nott E. Guild	Red Rock
Florence G. Hanna (Mrs. J. B. Flummerfelt)	Tempe
Carl T. Hayden	Sheriff Maricopa Co., Phoenix
Jane M. Hedgepeth	Phoenix
Lewis G. Hedgpeth	Phoenix
Georgia A. Hendrix (Mrs. L. C. Austin)	Nordheim, Tex.
Amina W. McNaughton (A. B. 1898)	Pasadena, Cal.
Deborah I. Morris (Mrs. Doane Merrill)	Benson
Julia R. Nichols (Mrs. C. B. Calhoon)	Tempe
Bertha M. White (Mrs. Reese)	Bisbee
Roy Frankenberg	Imperial, Cal.

CLASS OF 1897

May A. Austin (Mrs. William M. Goodwin)	Tempe
Julius G. Hansen	Los Angeles, Cal.
Adele Hauxhurst	Redondo, Cal.
May C. Huffer (Mrs. Bondhower)	Globe
Jane P. Martin (Mrs. Verner A. Vanderhoof)	Scottsdale
Ana M. Miller (Mrs. L. D. Yeager)	Phoenix
Clara M. Miller * (Mrs. Z. M. Zander)	

NAME	ADDRESS
Flora L. Mills *	
J. Oscar Mullen	Postmaster, Tempe
Ada M. Payton (Mrs. William Dodenhoff)	Phoenix
Mary C. Robinson (Mrs. W. J. Bowen)	Mesa
Lucy M. Schwarz	Mesa
Addie Sirrine (Mrs. Ellis Johnson)	Mesa
Verner A. Vanderhoff	Scottsdale
Walter S. Wilson	Phoenix
Alice B. Windes	Santa Ana, Cal.

CLASS OF 1898

Edith R. Abell (Mrs. Drane)	Mesa
Mary C. Bosbyshell (Mrs. Chas. Rhone)	Douglas
Flora N. Cohn	Los Angeles, Cal.
Elizabeth W. England *	
Louie V. Gage (Mrs. Dennett)	Silver Bell
Una B. Hanna (Mrs. E. G. Decker)	Kingman
J. Wesley Hill	Phoenix
Olive J. Maxwell (Mrs. C. A. Stewart)	Los Angeles, Cal.
Florence A. McKee (Mrs. Chas. Arnold)	Phoenix
Julia E. Melton	Downey, Cal.
Mary R. Moore (Mrs. J. T. Hood)	Bisbee
Ethel M. Orme (Mrs. E. W. Lewis)	Phoenix
Charlotte E. Perry (Mrs. Homer Redden)	Long Beach, Cal.
William R. Price	Phoenix
Clyde A. Stewart	Los Angeles
Ida Warren Swiggett (Mrs. Van Kirk)	Phoenix
Walter H. Wilbur	Banker, Tempe

CLASS OF 1899

Garnett Allison	Mesa
Bessie Frances Archibald	Los Angeles, Cal.
Eva L. Bowyer (Mrs. E. N. Jenkins)	El Paso, Texas
Luttie Marion Carlyle	San Bernardino, Cal.
Nella E. Clark (Mrs. A. M. Harmer)	Tempe
Robert O. Duncan	Phoenix
Inez B. Fisher (Mrs. T. A. Collins)	Phoenix
Jessica Frazier	Denver, Colo.
Martha Garnett	Phoenix
Garfield A. Goodwin	Tempe
Lena Rivers Hartsfield (Mrs. Will Payne)	Tucson
Ella Leota Hauxhurst (Mrs. Harry Galliver)	Phoenix
Harry G. Hendrix	Globe
Benjamin E. Hicks	Globe

*Deceased.

NAME	ADDRESS
Margaret Beatrice Hughes	Nogales
Frank R. Kellner (Mrs. J. Baxter Lewis)	El Paso, Texas
D. Maude Lincoln (Mrs. A. C. Lockwood)	Douglas
Alice A. Morse	Seattle, Wash
Lillian M. Murray (Mrs. Irving Andrews)	Los Angeles, Cal.
Grace Newell (Mrs. Guy Collins)	Roosevelt
Edna A. Ozanne (Mrs. Walter S. Wilson)	Phoenix
L. Clay Henshaw (Mrs. Ed. Bowers)	Phoenix
Zebulon Pearce	Mesa
Minnie A Perry * (Mrs. Joe Bassett)	
Madge P. Richmond (Mrs. Oscar Roberts)	Phoenix
Gilbert States, M. D.	Franklin, Idaho
Ida W. Temple (Mrs. E. C. Piper)	Benson
Ruby M. Tucker (Mrs. Chas. Woolf)	Tempe
Lillian A. Vaughn (Mrs. J. Dunbar)	Benson
Emma Peyton, (Mrs. Geo. Swindel)	Manila, P. I.
Mary Malvina Wallace (Mrs. A. W. Woods)	Bisbee
Veronica White	Bisbee
Lulu Belle Wingar (Mrs. R. R. Root)	Pima

Owing to the action of the Board in extending the course of study, no class was graduated in 1900.

CLASS OF 1901

Noble Carter	Manila, P. I.
Alma Morgan Davis	Mesa
Alice A. Fultz (Mrs. Archambeau)	Prescott
Hattie M. Green (Mrs. Henry Lockett)	Phoenix
Edna Lucy Greenleaf *	
Dean Ely Godwin	Ann Arbor, Mich.
Minnie A. Hill	Phoenix
Elizabeth India Hedgpeth (Mrs. James Monroe Ressinger)	San Diego
Josephine K. Hottinger (Mrs. Jessie Bunk)	Santa Rosa, Cal.
Perla E. Martin (Mrs. Ed. Halderman)	Bisbee
Elenor Atlee Merriam (Mrs. Charles McDonald)	Phoenix
Mary Emma McNulty	Tempe
Helen Marion Stewart (Mrs. Ellis Wilcox)	St. David
Elizabeth Schwarz (Mrs. Jones)	Mesa
Serretta Anne Sirine (Mrs. Clarence Paddock)	Fallon, Nev.
Charles Albert Stauffer	Phoenix
Ethel M. Wilbur (Mrs. W. Dorman)	Mesa
L. Grace Webb	Mesa

CLASS OF 1902

Alice B. Appleby (Mrs. H. Wagnon)	Douglas

*Deceased.

NAME	ADDRESS
Rachel Brady (Mrs. Levi Walker)	Tempe
Jessie F. Creager (Mrs. J. Kelly)	Los Angeles, Cal.
Florence C. Ford (Mrs. M. Tribby)	Prescott
J. H. Gerard	Phoenix
Leona L. Gibson	Whittier, Cal.
Grace M. Goodwin	Santa Rosa, Cal.
Charles A. Haigler (Univ. So. Cal.)	Los Angeles, Cal.
Victoria F. Harmon	Tempe
Leona M. Haulot	Tempe
Clara W. Johnson	Phoenix
D. D. Jones	Mesa
Orren C. Jones	Thatcher
Stella F. Ross (Mrs. M. P. Holliday)	Mesa
Mary J. C. Snyder (Mrs. Kendrick)	Bumblebee
Orpha C. Standage (Mrs. O. Babbitt)	Mesa
Edith F. Stewart (Mrs. J. Lane)	Mesa
Harry R. Trussler, LL. D., Class '06, One Year	Gainesville, Fla.

CLASS OF 1903

Charles Alexander	Tempe
Raymond H. Alexander	Tempe
Elizabeth Cosner	Tempe
Alice Curnow	Bisbee
E. Murray Curnow	Bisbee
Lelia Hicks (Mrs. Thomas Long)	Livingstone
Rose Irene Hottinger	Oakland, Cal.
Janie Izora Irvine (Mrs. J. M. Lindsey)	Sunnyvale, Cal.
Ida May Johnson (Mrs. Ira H. Frankenberg)	Tempe
Emma Laura King * (Mrs. Alma Davis)	
Mamie Gertrude King	Phoenix
Lynn M. Laney	Univ. Cal., Berkeley
Ina Lucinda Listebarger (Mrs. J. Randolph Hamlin)	618 Gail St., Los Angeles
Clarence Mark Paddock	Esperanza, Mexico
George Reed	San Diego, Cal.
Elmer F. Ruse	
Orrin L. Standage	Mesa

CLASS OF 1904

Deborah Allen	Mesa
Rebecca Allen (Mrs. O. A. Phelps)	Mesa
Winnifred E. Allison (Mrs. Johns)	Globe
Fannie Armitage (Mrs. M. J. Roberts)	Benson
Helen Axtell	Tombstone
Ernest Corbell	Los Angeles, Cal.

*Deceased.

Grace Culver.....Los Angeles, Cal.
Lucy Cummings (Mrs. J. F. Warner).....Washington, D. C.
Mabel Goldsworthy (Mrs. Fred Kenny).....Bisbee
Alice Grier (Mrs. Marion Kays).....Richfield, Idaho
Adelaide Kindred (Mrs. O. C. Fouse).....Bisbee
Louise Lynd .....Tempe
Sallie Miller (Mrs. Paul Seitz).....Lordsburg, N. Mex.
Mary Millet (Mrs. Alma Davis).....Mesa
Charlotte Mullen .....Tempe
Getha Munds (Mrs. A. A. Benedict) .....Camp Verde
Jennie Munds (Mrs. David Wingfield) .....Camp Verde
Della Penn .....Santa Monica, Cal.
Ida Penn .....Santa Monica, Cal.
Pansy Robbins .....Tempe
Marion Thomas .....Yuma
Everett Wilbur .....Tempe
Maude Wilson .....Tempe

CLASS OF 1905

Florence Armitage .....Fairbank
Jessie Blake .....Tempe
Jessie Clark .....Benson
Mattie Corbell (Mrs. Harry Brown).....Reward, Cal.
Alice DeForest .....Troy
Nellie Duncan (Mrs. Everett Wilbur).....Mesa
Frank Dykes .....Mesa
Alice Greenleaf (Mrs. Francis Byrne).....Yuma
Ione Greenleaf .....Yuma
Edgar Hendrix.....Roundup, Mont.
Frank Hough.....Reclamation Service, Fallon, Nev.
Alma Jones .....Globe
Laverna Lossing .....Flagstaff
Bertha Lyall .....Phoenix
Ina McComas .....Tempe
Helen MacIntyre.....Phoenix
Mary Mullen .....Douglas
Elma Pulsifer (Mrs. Cone Webb).....Phoenix
Margaretha Schwarz .....Mesa
Harry Van Noate.....Los Angeles, Cal.
Vessa Wright .....Bisbee

CLASS OF 1906

Laura Agnew .....Tempe
Mabel Anderson (Mrs. John F. Dooley).....Bracketville, Texas
Harry Brown.....Reward, Cal.
Mamie Cain .....Prescott

*Deceased.

NAME	ADDRESS
Clara Clem (Mrs. Norman P. Palmer)	Camp Verde
Eula Clem (Mrs. W. H. Dougherty)	Wickenburg
Delila Carrol (Mrs. W. F. Drew)	Mesa
Maud Collins (Mrs. Elmer Redden)	Benson
Alma Cowen	Bisbee
Iva Cox	Tausred, Cal.
Olivia Doherty	Nogales
Ethel Doherty	Nogales
Harriet Gaddis	Clifton
Genevieve Gerald	Globe
Ada Halderman	Dragoon
Alma Harris (Mrs. Merton Stewart)	Mayer
Hazel Hendrix	Clifton
Alta Holmes	Phoenix
Clifford Johnston	Tempe
Bertram Jones	Mesa
Rollin Jones	Mesa
Reinhold Jungerman	Univ. Cal., Berkeley
Mabel Kemp (Mrs. A. C. Duffy)	Vail
James King	Phoenix
Annes Keating (Mrs. Fred C. Ayer)	Tempe
Karl Leebrick	Covina, Cal.
Lucy Leftwich	Jerome
Anna Matthews	Tempe
Carrie Marlar (Mrs. G. Bright)	Phoenix
Marina Priest	Tempe
Clarence Standage	Mesa
Jeane Standage (Mrs. Don Le Baron)	Mesa
Sadie Stauffer (Mrs. F. W. Griffen)	Tempe
Bertha Stewart (Mrs. C. Bodily)	Mesa
Mary Stilwell	Phoenix
Elizabeth Ullman (Mrs. Roy Parsons)	Morenci
Hester Wallace	Bisbee
Gladys Wright (Mrs. Bertran Jones)	Mesa

CLASS OF 1907

Kathryn Barnett	Los Angeles, Cal.
Frankie Bellamy (Mrs. Cady Gillum)	Taft, Cal.
Helen Benedict	Tombstone
Helen Blome (Mrs. Norman Windes)	Canal Zone
Stella Brown (Mrs. A. Hadsell)	Long Beach, Cal.
Rena Cole	Tucson
Josie Critchley	Tempe
Fannie Dobbie	Mesa
Olive Griffen (Mrs. Ray Nichols)	Tempe
Mamie Hadsell (Mrs. A. R. Taylor)	Phoenix

NAME	ADDRESS
Emma Haulot (Mrs. Henry Marlette)	Los Angeles, Cal.
Maud Hayes	Phoenix
Fred Holmes	Roosevelt, Utah
Genevieve Hubbard (Mrs. Frank Pettit)	Phoenix
Rosa Jaime (Mrs. Fred Dick)	Clifton
Ethel Jones	Bisbee
Lucy Kenney	Bisbee
Mary Leavell	Tempe
Kittie McNichol	Humboldt
Alice Merritt	Bisbee
Nelly Murphy	Univ. of Cal., Berkeley
Georgia Quinn (Mrs. C. T. Menard)	Ray
Amelia Rabinnovitz	Phoenix
Eva Ruse (Mrs. C. Keebler)	Tempe
Lemmie Stauffer	Glendale
Maud Stewart	Tempe
Edna Stobbs	Phoenix
Palmyra Tamborino	Congress
Carrie Thompson	Douglas
Sydney Vensel	Phoenix
Iva Walker (Mrs. Lewis Hallenbeck)	Salida, Colo.

CLASS OF 1908

F. Herbert Ballou	Tempe
May Benson	Willcox
Maude B. Cummings	Tempe
Helen Duval	Phoenix
Iva Easterwood	Yuma
Catherine Fitzgerald	Prescott
Mary Haulot	Mesa
Johnie Hazelwood	Douglas
Doctor Jones	Hubbard
Blanche McKee (Mrs. Leon Jones)	Salome
Josephine McPherson	Tombstone
Lou Marlar	Phoenix
Harriett Merritt (Mrs. William LePage)	Tempe
Irving Meskimons	Tempe
Halbert Miller	Tempe
Artemus Millet	St. David
Maud Perry	Prescott
Nellie Pine	Douglas
Gertrude Potts	Kingman
Inez Robbins (Mrs. Marshall Brown)	Payson
Della Schall	Douglas
Belle Stephens	Phoenix
Nellie Trent	Mesa

NAME	ADDRESS
Corinne Van Noate	Congress Junction
Nellie Louise White (Mrs. Orrin Standage)	Mesa
Lottie Wiatt	Phoenix
Mabel Woolf	Tempe
Sara Hayden	Phoenix

CLASS OF 1909

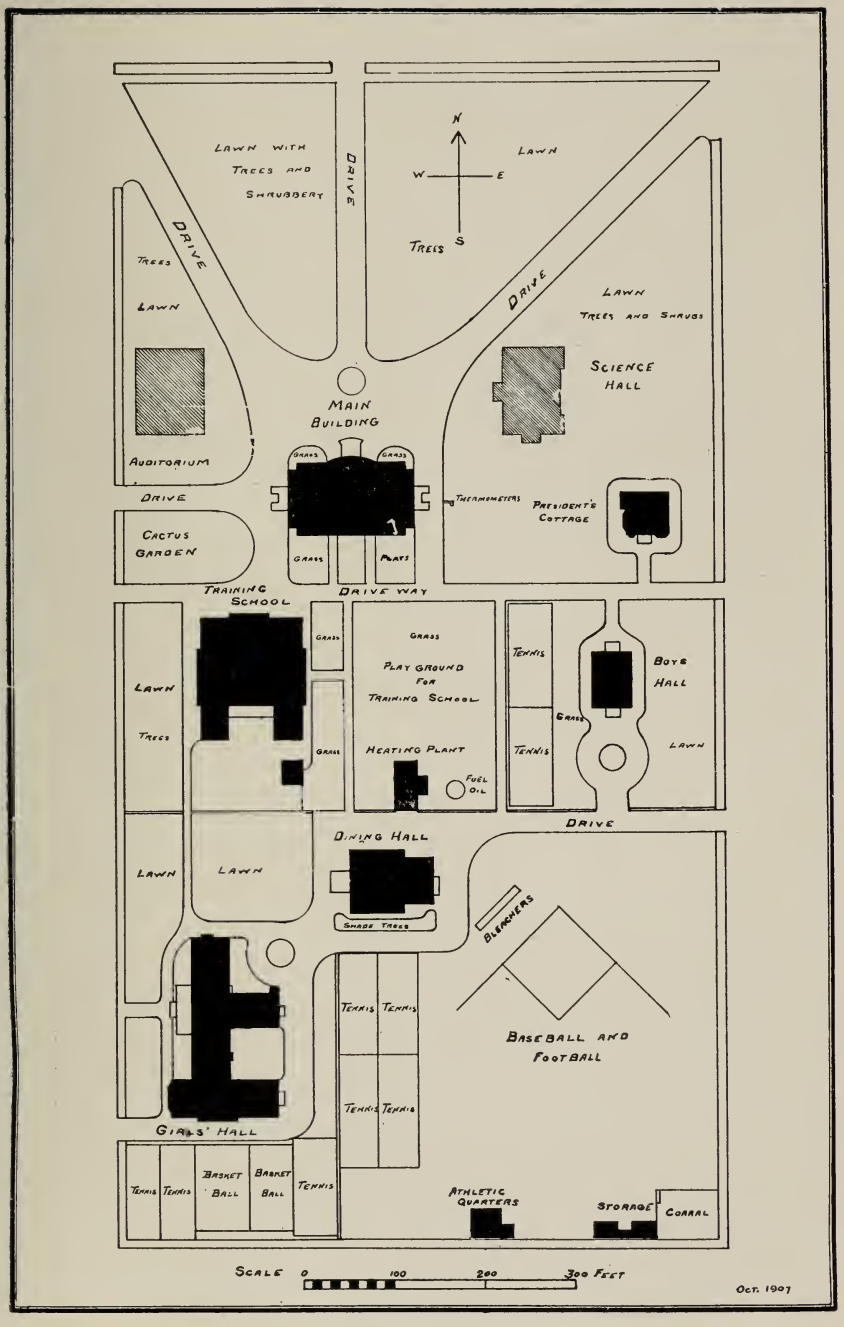
Florence Alexander	Pima Agency
Ethel Armitage	Benson
Elizabeth Axtell	Tombstone
Zelma Babbitt (Mrs. George Allison)	Mesa
Zollie Bell	Douglas
Isabel Blakely (Mrs. J. C. Minge)	Seattle, Wash.
Lillian Bryant	Phoenix
Vera Buck	Tempe
Marcia Carter	Phoenix
Nellie Clarke	Morenci
Rachel Cohen	Douglas
Abbie Crawford	Douglas
Edith Culley	Tucson
Katherine Cunningham	Bisbee
Elsie Curtis	Pima
Elzina Curtis	Thatcher
Jennie Daggs	Williams
John Dykes	Tempe
Dora Jean Ellis	Pima Agency
Mary Gardner	Los Angeles, Cal.
Millicent Gilleland	Tempe
May Harmon	Tempe
Zenobia Harmon	Mesa
Nellie Harris	Tempe
Ulah Hudlow	Hillside
Veronica Irvine	Phoenix
Ralph Kane	Phoenix
Evelyn Kindred	Bisbee
Jessie Lloyd	Morenci
Mary McDonald	Prescott
Henrietta Martin	Clifton
Agnes Perry	Tempe
Ivy Perry	Bisbee
Clarence Pine	Tempe
Lourdes Priest	Tempe
Jean Quinn	Tempe
Gladys Robinson	Mesa
Ada Rock	Morning Sun, Iowa
Theadora Rodger	Los Angeles

NAME	ADDRESS
Bee Rogers (Mrs. W. N. Steverson)	Mesa
Emily Belle Rodgers	Prescott
Ovillah Rush	Placerita
Irma Schmidt	Tempe
Maude Sirrine	Mesa
Mamie Snyder	Elmdale, Kas.
Myrtle Snyder	Bisbee
Florence Studley	Bisbee
Mae Stukey	Walker
Mary Turner	Prescott
Irene Woolf	Tempe

CLASS OF 1910

Emma L. Bell	Nathaly Larson
Fannie Breedlove	Marjorie Leavell
Olive Conroy	Laura McGill
Loreen Cox	May McKay
Norma Creighton	Annie Priest
Meda Dickinson	Maud Shivers
Mary Duffy	Mary Terrell
Jennie Ellingson	Frank Thomas
Wiley Hanson	Anna Tong
Albert Jungermann	Ruth Turner
Lulu Keating	Georgia Wilcox

Total Number of Graduates, 391.



PLAN OF CAMPUS
CONTAINING TWENTY ACRES

MAIN BUILDING, TEMPE NORMAL SCHOOL OF ARIZONA

TRAINING SCHOOL

SCIENCE BUILDING

AUDITORIUM AND GYMNASIUM

GIRLS' DORMITORY

BOYS' DORMITORY

DINING HALL

INTERIOR OF DINING HALL

ART DEPARTMENT

BIOLOGICAL LABORATORY

CHEMICAL LABORATORY

DOMESTIC SCIENCE DEPARTMENT

CORNER IN MANUAL TRAINING DEPARTMENT

SENIOR CLASS 1910

ATHENIAN DEBATING CLUB

"THE STUDENT" STAFF

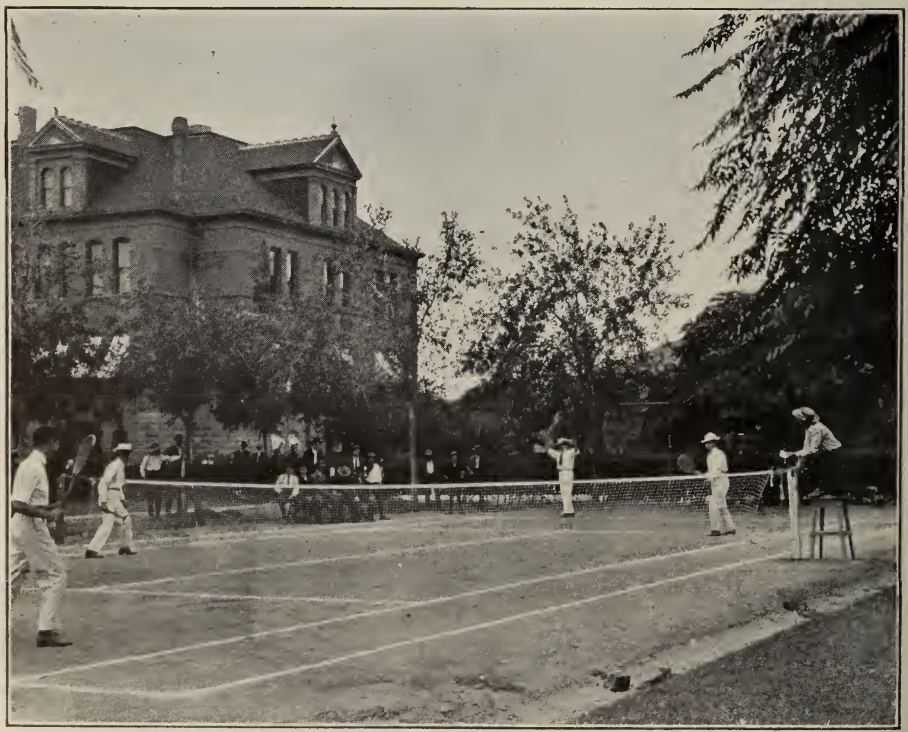
MILITARY COMPANY

THE BASE BALL TEAM—WINNERS OF "THE REPUBLICAN" LEAGUE CUP OF ARIZONA

CLASS IN PHYSICAL CULTURE

BASKET BALL TEAM

TENNIS



MENS' DOUBLES

UNIVERSITY OF ILLINOIS-URBANA
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